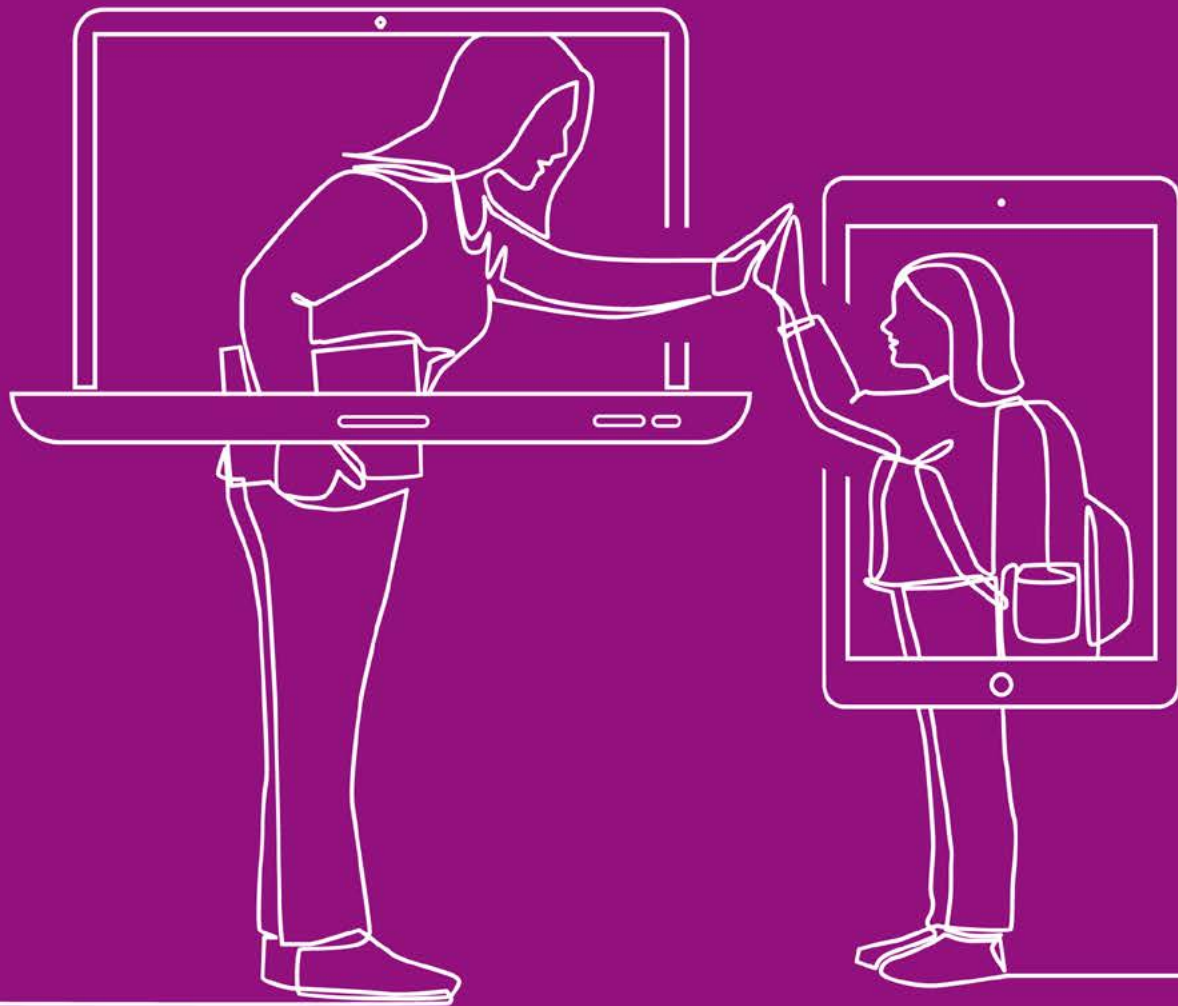


intouch



Explaining COVID-19 to children

New INTO president



We can be proud of our contribution

Colleagues, as I write this month's editorial, I'm conscious my message will land with you after decisions may have been made on the coronavirus restrictions we've had in April. It's impossible now to predict what will happen in May or June. However, it's unlikely we will see a resumption to life as normal immediately.

In recent weeks, a national conversation has started on when and how our schools might re-open. We need to be absolutely clear that any decision to re-open schools must be led by public health advice and include engagement with your union. Such a big decision needs to be well thought through, learning lessons from other countries that are further along on the pandemic curve than us. Our message to government has been clear – we must see past the pandemic and you will be ready, willing and able to head back to schools, when the time is right. However, an orderly and slow re-opening is in the best interests of our members, pupils and their families. High-level consultations and detailed planning involving INTO must inform government decision-making on this matter. We will keep our members informed as the situation evolves.

Saving lives has taken priority over everything else, as it should. But, over the last number of weeks, we have witnessed something truly remarkable in our membership. Despite the turmoil and uncertainty, teachers have facilitated the continuity of learning in a thousand different ways, providing a strong foundation for our eventual return to school life.

We can be proud of our contribution during this crisis.

We can be proud too that we haven't lost sight of our vulnerable pupils either. At your urging, your union has stood up for our most vulnerable pupils and ensured the continuity of schemes such as the School Meals Scheme. You told us how distressing the lack of a routine can be for many pupils with special educational needs and we will continue to advocate for them on your behalf. I have written to Minister McHugh to address these issues and we will relentlessly raise them so that no one is left behind or forgotten.

I salute members who have volunteered to organise the distribution of school meals in the last month and also those who provided childcare in many schools in Northern Ireland, while continuing to lead learning for

their own students.

Unfortunately, families in many school communities do not have access to broadband or sufficient devices to engage with activities sent electronically by their children's teachers. Many parents have lost their jobs or are caring for loved ones who are ill, while trying to look after their own children. While most of our members were well placed to facilitate the continuity of learning, some were not. A small percentage of pupils will find it harder to readjust to school life than others. Hopefully government will help us to help these pupils to make up for opportunities they have missed since schools closed.

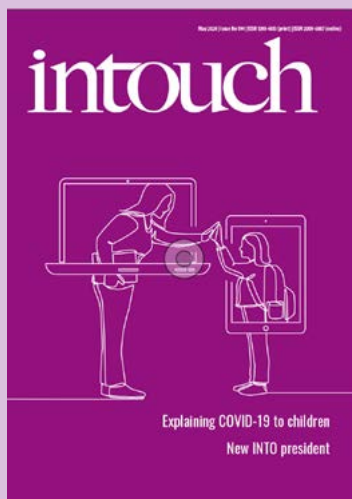
While we are consumed with COVID-19, we must look beyond this and to the future. The crisis has highlighted the inequalities in our educational system, and we must endeavour to tackle these. With that in mind, INTO made a detailed submission to the Department of Education and Skills regarding the DEIS identification process. We are continuing to engage with parties seeking to form a government to ensure primary education receives the investment needed in the coming years.

Since we closed the doors in our head office, our dedicated staff have worked tirelessly to support members. I want to pay tribute to the staff in both the Dublin and Belfast offices. Our Northern Office team, along with activists in the North delivered an online ballot on a new pay and workload deal, with a phenomenal turnout rate. The result demonstrated the confidence, faith and trust our members have in INTO's negotiators and Northern Committee. Two-thirds of our members voted to accept the deal, which brings long overdue salary increases for 2017 to 2019 and heralds the start of plans to prioritise teaching over box-ticking. INTO is determined to build on this platform in negotiations on further improvements for members in Northern Ireland for the period 2019- 2021.

It will be crucial for our economic recovery that the mistakes and cutbacks made in the lost decade after 2008 are not repeated and that the quality of the lives of all who live and work here will improve as normality returns.

John Boyle

intouch



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Have your pupils take part today.



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Despite Congress being postponed the work must go on

While INTO Congress did not take place this year, some of the business that we had planned was delivered online. Responses to questions on national reports were dispatched to all planned delegates, a presentation on our annual financial statement and other key documents including the declaration of election results were also published. Our new branch officers have begun working and we welcome many new members to our various national committees. The union has also welcomed a new president and vice-

president, Mary Magner and Joe McKeown.

The CEC had its first ever online meeting last week and will meet again remotely soon. Our May branch meetings will most likely be postponed to June or perhaps even September.

Amid the uncertainty, INTO has decided in principle to schedule a special INTO Congress in Cork in the Autumn. Further information will be provided in due course.



INTO launches online members' draw in aid of Crumlin hospital

Up to €20,000 in prizes available

This is a difficult year for many of us, but particularly for organisations that rely on fundraising to maintain their work. In this context we make this special plea to you to participate in our annual raffle, going online this year for the first time. The prize fund is reduced this year to maximise support for this great cause, but we still have €20,000 in member prizes to be won in June.

The INTO is asking all our members to please support the INTO's charity partner – the Children's Medical and Research Foundation (CMRF) at Our Lady's Children's Hospital, Crumlin - by purchasing a ticket for our annual members' draw to be in with a chance of winning one of these prizes (see right);

Our Lady's Children's Hospital treats around 100,000 children from all parts of Ireland every year. In order to provide these patients with the best possible care, there is a constant need to invest in research projects. The proceeds from the 2020 INTO members' draw will be used to continue funding the inflammatory bowel disease

(IBD) research project. IBD is a term for two chronic relapsing conditions, ulcerative colitis (UC) and Crohn's disease (CD).

Unfortunately, childhood IBD continues to rise in Ireland and current treatment strategies are ineffective for many children. Further research is vital and we appeal for your support to continue funding this important research project.

We are asking staff representatives to share this information and to please encourage INTO members to support this

draw.

Tickets cost €10 each and multiple tickets can be purchased (e.g. a staff rep can buy tickets on staff members' behalf). The closing date is 5pm on 11 June 2020.

The draw will take place on Friday, 12 June 2020 in INTO Head Office and results will be uploaded to the INTO website immediately afterwards. Please note this draw is limited to INTO members. We also have a 'donate only' facility for members who wish to make contributions without purchasing a ticket or for school staff who are not INTO members. If you have any queries, please contact Georgina Glackin at gglackin@into.ie.

This draw is operated by the INTO and adheres to the General Data Protection Regulation. Your personal data will not be shared with third parties and will be deleted following the draw closing date.

Please support the CMRF draw and make a real difference to the lives of sick children and their families in Ireland. You can get your ticket at <https://ti.to/into-events/into-annual-members-draw>.

1st	€10,000
2nd	€3,000
3rd 4th	€1,500
5th 6th	€1,000
7th → 10th	€500

A toast to INTO President Mary Magner

District 16 share how they celebrated their CEC rep becoming president

Congress 2020 promised to be a special time for District 16. We were really looking forward to seeing our friend and District 16 colleague, Mary Magner, inaugurated as INTO president. The Wednesday afternoon session is a highlight of every INTO president's career as they are joined by family, friends and colleagues in celebrating the prestigious honour of assuming the presidency of the INTO. Nobody could have foreseen the events that were to unfold when planning for Congress began last September.

Unfortunately, the planned event celebrating Mary's momentous achievement had to be cancelled. As a district we felt it was important that we mark the occasion, so on Thursday, 16 April,

District 16 held its first ever online meeting in which we toasted the new INTO president, Mary Magner.

The online event gave her district colleagues an opportunity to extend their good wishes to Mary and share stories. Siobhán Buckley (CEC representative) and Seán Horgan (Principals' and Deputy Principals' Committee) both spoke and gave wonderful addresses. We finished the evening with a toast as we all raised a glass or even a cup to Mary's success as INTO president.

We are immensely proud and honoured that Mary

will be the INTO president for the coming year. Mary has always been an INTO activist with her early days rooted as a member of the Mallow branch. Mary was a wonderful CEC rep, then she represented the INTO with distinction as INTO vice-president and we know that Mary will do an amazing job as INTO president. We wish her all the best for the year ahead.



While this year's Congress may not have gone ahead as planned, you can read Mary Magner's presidential address on page 16.

INTO welcomes deferral of new SNA allocation model

The Department of Education and Skills has confirmed the deferral to 2021/22 of the full implementation of the new front-loading model for the allocation of special needs assistants for pupils in mainstream classes in primary and post-primary schools.

Commenting on the announcement, INTO General Secretary John Boyle said: "It is appropriate that this proposal is to be deferred, allowing additional time for consultation and engagement with schools and trade unions. We have raised our concerns that the pilot scheme in Dublin, Kildare and Wicklow was not properly evaluated nor was adequate consultation offered, which must be the bedrock of any policy change."

The department has said:

"In light of the ongoing COVID-19 crisis,

the new frontloaded allocation model for special needs assistants for students in mainstream classes in primary and post-primary schools has been deferred until the beginning of the 2021/22 school year.

The regional information and briefing sessions that the department intended to run before the end of this school year will also be deferred.

These sessions are key to helping school leaders and teachers in their planning for the introduction of the new model and their engagement with parents. They will be rescheduled for an appropriate future date.

It is now too late to run the traditional applications-based process for the allocation of the SNAs for 2020/21 school year. Special arrangements are being put in place that will facilitate continuity and

certainty for schools, SNAs and parents."

The following arrangements will apply for the school year 2020/2021:

- All mainstream class SNA allocations that apply currently to schools will be frozen and will automatically rollover into the 2020/21 school year.
- No school will receive an allocation less than what they have currently and existing SNAs currently in mainstream settings can continue in post for the next school year in the normal way.
- Applications for additional SNA support submitted to the NCSE prior to 3 April 2020 will be processed, and determinations made, under the current scheme. However, no further applications for this school year can be accepted. Details are set out in [Circular 0030/2020](#).



INTO success at Workplace Relations Commission

The Workplace Relations Commission (WRC) found that a complaint by an INTO member who was refused health and safety leave was ‘well founded’.

The INTO supported a member in respect of a claim under Sections 30 and 31 of the Maternity Protection Acts 1994-2004 due to the failure of her employer to grant her health and safety leave.

Notwithstanding that the member’s application for health and safety leave had been supported by her school, following medical advice from the member’s doctor and the school’s own risk assessment, the application was refused by the Department of Education and Skills (DES) on the basis of an opinion from Medmark. The matter

was referred to the WRC and, on 5 November 2019, a hearing took place before an adjudication officer.

The member’s complaint had been taken against two separate respondents – the board of management and the DES. The member was represented by INTO staff, David O’Sullivan, Assistant General Secretary, and John O’Brien, senior official.

On 14 April, the adjudication officer issued a decision. While the adjudication officer did not uphold the complaint against the DES, the officer found in favour of the member in the matter of the complaint relating to the board of management, stating that “...in all of the circumstances of this complaint, I am satisfied based on the evidence

presented, that it was appropriate for the complainant to be placed on health and safety leave for the period in question. Accordingly, I find that the complaint is well founded.” The adjudication officer stated further: “I note that the respondent to the complaint was very supportive of the complainant and made every effort to ensure that she would receive her entitlements to health and safety leave.”

Assuming an appeal is not lodged by the respondent, the outcome of this decision requires the BOM to alter the member’s leave record on the OLCS. If, for whatever reason, this amendment cannot be made, the matter may be referred on to a higher body for dispute resolution.

Revised format for Different Families, Same Love

The INTO LGBT+ Teachers’ Group is delighted to announce a revised format of the Different Families, Same Love competition to accommodate those learning from home.

The new format includes tailor-made resources that allow pupils to explore the topic and create their own projects from within the confines of their own homes.

To mark the upcoming International Family Equality Day (IFED) and International Day Against Homophobia, Transphobia and Biphobia (IDAHOBIT) we are asking children to unleash their creativity and celebrate the diversity of people and families in Ireland.

Prizes

- €100 Smyths voucher for the entrant
- Hamper of books for your school
- Lots of runner up prizes!

Who can enter?

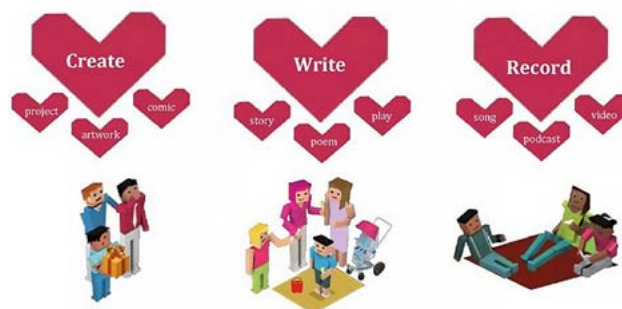
This competition is open to all primary school pupils living in the Republic of Ireland or Northern Ireland. Tá fáilte faoi leith roimh iarratais as Gaeilge.

Categories

- Individual junior: infants to second class
- Individual senior: third to sixth class
- Family entry: junior infants to sixth class

How to get involved?

Competition entries, like our families, can take many forms so you and your pupils



can choose to create individual or family projects based on the theme ‘Different Families, Same Love’. It can be a drawing, a painting, a 3D piece of art, a story, a poem, a video, a song, a podcast, a dance, a drama, anything at all!

Entries will be judged on:

- relevance to the theme (40 marks);
- overall quality of the work (30 marks);

- creativity and originality (20 marks); and
- how well the learning was shared with wider audiences (10 marks).

Steps to success!

1. Browse the recommended resources below.
2. Explore the theme ‘Different Families, Same Love’ with your child or children.
3. Create a project based on the theme – this can be a picture, a poem, a story, a video, a song, a podcast, anything!
4. Share your project with others (school friends/family members/wider community).
5. If an adult in your family shares your work on social media, please use the hashtag #differentfamiliesamelove.

Email your entry to differentfamiliesamelovecomp@gmail.com.

Complete the entry form [here](#).

Closing date for receipt of submissions is 22 May 2020.

For inspiration and further support materials, click [here](#).

INTO Congress Special

While the annual event may have been postponed, InTouch brings you some key Congress elements as we transition to a new leadership

Cork native is new president of INTO

The new president of the Irish National Teachers' Organisation is Mary Magner, a native of Castletownroche in North Cork and living in nearby Killavullen. She represented North and East Cork as well as Cork City North on the INTO executive since 2011.

Educated in Castletownroche NS and Loreto Convent, Fermoy, Mary graduated from St Patrick's College, Drumcondra, in 1982. She began her teaching career in inner-city Dublin, teaching in St Gabriel's School in Aughrim Street before returning to Co Cork where she taught all class levels in many urban and rural schools before securing a position in St Patrick's BNS, Mallow, in 1995.

Since then Mary has pursued an MEd in ICT in Education in Mary Immaculate College, Limerick, and further studied a post-graduate diploma in SEN in University College Cork. She was both an acting teaching principal and an administrative principal in St Patrick's BNS and was also a resource teacher for SEN children in the school. Mary is currently principal teacher in Scoil Chroí Íosa, Blarney since 2014 and is a trained mentor and executive coach, mentoring newly



appointed principals with the Centre for School Leadership. Mary is also a member of the Association for Coaching.

Mary's first introduction to the INTO was as a member of Dublin City North Branch. From the outset, Mary became an active union member, willingly participating in a three-day strike in the early '80s for teachers' rights to employment and decent salaries. Mary has served as staff rep, leas-cathaoirleach and cathaoirleach of Mallow branch and

as secretary of District 16. During her time on the INTO executive, Mary has been involved in several INTO committees including the Learning Committee, Trade Union Training, the Principals' Forum Review Committee, Pay Equality Project Team and was cathaoirleach of the Task Force on Participation. She also represents the INTO on the NCCA's Board for Early Childhood and Primary, recently advocating for a slowdown of pace of curriculum change.

Mary is an avid cyclist and hillwalker and especially enjoys adventure travelling and photography. Married to John, they have three children, James, Marie and Sean.

"I am privileged and honoured to take up the role of president of the INTO and I pledge to work steadfastly to improve working conditions and incomes for all our members, especially in the challenging post-COVID-19 times ahead. I commit to ensuring that our union continues to be a cohesive, powerful force in a 'new' world, where, as educationalists and teachers, we emerge from the pandemic crisis energised to embrace the opportunities of influencing the next generation."

Introducing INTO's new vice-president, Joe McKeown

The new vice-president of the Irish National Teachers' Organisation is Joe McKeown, a native of Haulbowline, Co Cork. He represented Carlow, Kilkenny, Laois, Wexford and Baltinglass on the INTO Central Executive Committee since 2012.

Joe began his teaching career in St Canice's primary school, Kilkenny when he graduated from St Patrick's College in 1982. He spent three years as principal of Kilkenny School Project from 1995-1998. Joe then joined the staff of St Patrick's Boys National School and was appointed deputy principal in 2009. He is currently principal of the 27-teacher school with three special classes for children with autism.

Joe is a member of Kilkenny City INTO branch

and served as branch chairman, branch secretary, district secretary, district chairperson, media co-ordinator and INTO Accounts Committee member prior to his election to the Central Executive Committee in 2012. Joe was also a member of the INTO Project Team on Pay Equality.

He is currently a member of the National Council for Curriculum and Assessment.

Married to Teresa, they have two children, Ian and Niamh.

"I am honoured to be taking up the position of vice-president at this challenging time. I am committed to reducing class size and addressing the pay and conditions of teachers throughout the island of Ireland."



A National Education Service for a modern, pluralist and caring society

Outgoing INTO President Feargal Brougham reflects on the need for a 'new normal'

This is certainly not how I expected to be delivering this speech. The circumstances in which we all find ourselves today are unique, frightening and unprecedented. We have been called upon to make sacrifices during these difficult times but we all understand that they are warranted and necessary. As a teacher, I am proud of how the public sector, including you the teachers, have risen to this challenge. The only certainty at present is that this crisis will come to an end. In the meantime, our priorities are to remain safe, continue to teach our pupils (as appropriate) and stay cohesive as a society.

Humans have an amazing ability for resilience and the ability to adapt to any situation. There have been countless concrete signs of this survival technique of late, whether it be communities singing to each other across balconies, volunteers safely delivering food parcels to the elderly and the most vulnerable, or even friends and colleagues sharing online humour.

Samantha Power in her recent autobiography marvelled at the Sarajevans ability to keep a sense of black humour during their horrific siege in the mid-1990s.

"When the siege of Sarajevo officially outlasted the siege of Leningrad, becoming the longest in modern history, a pirate radio station blared Queen's song We Are The Champions. The heart of the country refused to stop beating."

We too will triumph over this odious disease.

My speech today is underlined by many important principles:

- The importance of equality and social justice
- The importance of trust amongst educational stakeholders
- The importance of global citizenship
- The importance of the relationship between the teacher and the pupil
- The importance of relevant trade unionism



When normality returns should we as a society continue as before?

- Should we return to a two-tier health system?
- Should we return to a housing crisis?
- Should we return to a globally unequal financial system?
- Should we return to an underfunded education system?

It is my belief that citizens around the world should demand better and more equal services from their governments.

This, I believe, is our once in a lifetime opportunity to demand a world-leading national education service (NES). Just as in the aftermath of the second world war the British public insisted, after their many sacrifices, that their public services become an international model of fairness and equality. In this country, both north and south, we must be ambitious about our future. Fintan O'Toole stated

"For countries, as for people, having high expectations for themselves is a powerful shield against barbarism."

What would this new national education service look like?

- It would be a 'cradle to grave' system

encompassing publicly run pre-school through primary, secondary, tertiary levels and continuing through to life-long learning.

- It would prioritise attracting top graduates to the profession and more importantly focus on retaining these essential workers. Retaining professionals in ever-changing modern schools demands a multifaceted approach including, a decent wage, equal pay, proper promotional opportunities, a reasonable work/life balance, relevant CPD, and affordable housing.
- It would ensure that our primary class sizes were not the largest in the EU and in particular it would immediately lower the class sizes in our most disadvantaged schools, which disgracefully have not improved in 20 years. It beggars belief that the Government did virtually nothing on class size in last year's budget.
- It would dedicate itself to achieving equality of outcomes for all of our pupils. A relentless campaign to finally rid our nation of the stain of social, economic and educational inequality



must begin. An egalitarian education system could play a significant role in creating a more cohesive society. Noted French economist Thomas Piketty states "The main force pushing towards a reduction in inequality has always been the diffusion of knowledge and the diffusion of education."

- It would trust our well-educated and well-trained professionals to properly self-evaluate and free them from the continuing tyranny of unnecessary paperwork. Any non-teaching duties that sap a teacher's energy and enthusiasm for the essential face-to-face engagement with their pupils must be re-evaluated to see if it is relevant.
- It would cherish and support its school leaders by managing initiatives (passed through The Primary Workload Forum), increase teaching principal administration days to a minimum of one day a week. It would restore middle management and finally pay them their principals' and deputy principals' pay parity award of 2007.
- It would recognise religious, cultural and sexual diversity. In particular patron bodies in both jurisdictions should be aware of their legal responsibility to protect staff and pupils from homophobic bullying. Schools are, and must continue to be, safe havens for all our children where mutual respect is both taught and practised.
- It would recognise the central importance of inclusion to a modern, pluralist and caring society. A new teaching position should be created to assist schools to professionally include all its pupils. In one school the teacher could help include pupils from their ASD class into the mainstream. In another school, the role may entail liaising with parents of newcomer children (especially those still living in direct provision). In yet another school the teacher could assist with



reaching out to pupils with anxiety or poor attendance. The roles should be flexible, and schools should be trusted to utilise them in the way that best suits their school community.

- Ba chóir go mbeadh áit lárnach inár scoileanna don teanga Gaeilge. Go háirithe, caithfidh tacaíocht a thabhairt dár scoileanna sna Gaeltacht.
- It would be a system that recognised change as essential but equally recognised that change is impossible without trust between the stakeholders. Change is doomed to fail if the practitioners are not properly consulted, not listened to or trusted. Without reciprocal trust, relationships break down and the pupils suffer.
- It would prioritise the education of children and adults with special educational needs. A continuum of setting, including special schools, special classes and mainstreaming, is established with flexibility around enrolment between them. The pupils' needs should be at the centre of any placement decision. All schools should have concrete access to therapists. In future greenfield sites, educational campuses should be constructed with special schools, special classes and mainstream schools where all the pupils can enter their school through the same gate.
- It should educate its citizens to be reflective, adaptive and curious

learners. Able to create, not just a thriving economy, but a thriving and just society. Malcolm X stated, "Education is the passport to the future, for tomorrow belongs to those who prepare for it today."

- It would give a strong voice to trade unions and reject current global trends where some education systems are being privatised, deregulated, de-professionalised and teacher trade unions are being actively discouraged.

"Trade unions have been an essential force for social change, without which a semblance of a decent and humane society is impossible under capitalism," said Pope Francis.

I would like to thank every school that kindly opened their doors to me this year. The wonderful INTO Head Office and Northern Office staffs and in particular our General Secretary John Boyle who is excelling in his new job. It has been an honour working alongside our fellow trade unions ASTI, TUI and IFUT. It is also heartening to witness the excellent working relationship between the INTO and the IPPN, long may it continue. I whole-heartedly welcome Mary Magner as next year's president, she will do an amazing job.

Since last Easter, I have been lucky enough to visit schools throughout the 32 counties and abroad. What I have witnessed from Belfast to Skibbereen, from Carraroe to Darndale and on to Hebron convinces me that through a caring, respectful and well-directed education our children will be given the skills to overcome whatever crises are thrown at them.

And lastly, for the INTO, regardless of any economic situation we are facing, pay inequality must finally be sorted.

Slán go fóill

This article was adapted from outgoing President Fergal Brougham's planned address to Congress 2020.

United we can achieve great things

Newly-elected President Mary Magner on the need to work together for a better future

2020 – a year and a time in our lives that will never be forgotten. I find myself talking to you in a different manner to what I anticipated. Though we are experiencing one of the most challenging times, I have never felt so proud and humbled to serve as uachtarán of such a supportive, empathetic and caring cohort of professionals and public servants. Your assistance to pupils, families and colleagues is certainly beyond the call of duty, clearly evident and very much appreciated. Teachers around the country have undoubtedly stepped up to the mark and adapted willingly and efficiently, not only providing academic guidance, but also providing assurance and a listening ear to anxious pupils and stressed parents and colleagues alike, especially those in vulnerable situations and those with special educational needs.

Despite these dark times, we must look forward to a brighter world in the aftermath of this pandemic. A world where:

- **health is our true wealth;**
- **we cherish our families, our elderly and our purpose in life;**
- **true values of kindness, tolerance, gratitude, respect, fairness, solidarity, resilience and support of our most vulnerable reign supreme;**
- **our environment and our impact on it becomes central to our very existence;**
- **we will never again take anything for granted.**

I equally look forward to the opportunities we will have post-COVID 19. We are presented with a chance to make our mark on a progressive and relevant curriculum by the National Council for Curriculum and Assessment (NCCA). We have an ideal opening to address the changing face of society and the children in front of us in a new redeveloped curriculum framework. We have the opportunity to direct and influence what the primary curriculum needs to do in the future in preparing our pupils for a rapidly changing world. Personal



well-being and building resilience have already been mooted as priorities and I encourage each and every one of you to embrace this opportunity of being 'curriculum developers' and have your say in forthcoming consultations.

Taking action and changing habits is not a choice but a necessity. We need to work together for a sustainable future.

However, any future curriculum changes need to be carefully managed. Now, more than ever, the Primary Workload Forum is so relevant and important in managing the pace of change. We need to ensure that before any new curriculum (or indeed any other regulations and initiatives heaped on our primary system) is introduced that

it goes through the DES, the Primary Workload Forum and key stakeholders, such as the INTO. We are all too familiar with our current overloaded curriculum and a 'triple lock system' is vital to effect change in the future.

As teachers, we are huge influencers and, together with our pupils, we can be strong leaders in combating climate change. The current crisis has already highlighted positive environmental outcomes. Water flowing in the canals in Venice is clear and fish are visible for the first time in decades. Swans have returned to the waters; bird song can be heard clearly in our cities and skies in China are blue. Simple actions like planting a tree can reduce carbon dioxide, increase biodiversity and provide much needed oxygen. The INTO has teamed up with Self Help Africa's 'One Million Trees' campaign, which is aiming to plant 100,000 native trees in Ireland, and one million new trees in Africa this year. Schools also have the opportunity to become involved in the Save the Bees campaign, planting bee-friendly flowers as part of the All-Ireland Pollinator

Plan. Litter and waste reduction, water and energy conservation, promoting and engaging in walking, cycling, and using public transport to school can all help to make a positive impact on our environment. Including environmental education to create a new generation of carers for our precious world is a serious consideration. Taking action and changing habits is not a choice but a necessity. We need to work together for a sustainable future.

While the Central Executive Committee and I recognise that there will be tough times ahead in paying the price for the imminent economic cost of the impact of the coronavirus, we, as INTO members and activists, will need to continue to make our mark – standing up for what is right and just and demanding an end to the scourge of inequality in our profession. We must learn the lessons of the last recession and austerity budgets and ensure that, in the future, our profession and our primary education system are both invested in and protected. Over the term of the next government, we need to continue with our strong stance to end pay inequality for our new entrants, for our principals and for our teaching colleagues in the North. Though our country – and indeed the world – is in difficult economic times, we call on you to continue to fight for:

- equality of treatment of our primary school children in line with those of our European counterparts which have an average class size of 20 to 1. Over the next five years, all our children should be given equal prospects for a quality education especially those in DEIS schools and socially deprived areas;
- equality for children with additional and/or special educational needs – they need to be afforded a fair chance in life in an appropriate school setting, be it mainstream, special



school or special class, fully resourced with proper access to psychologists, occupational therapists, speech and language therapists, counsellors, psychiatrists and health services;

underfunded primary schools;

- equality of pay and working conditions for our 7,000 colleagues in the North.

I have never felt so proud and humbled to serve as uachtarán of such a supportive, empathetic and caring cohort of professionals and public servants.

- equality of pay for new entrant teachers and overworked and unsupported principals, who do the same job as their post-primary colleagues;
- equality of funding for our

Though this is the second time that our Easter Congress has been postponed in the INTO's long history (the previous one in 1915 due to the first world war which, coincidentally, was also due to be held in Cork), it is a period that certainly marks the highlight of my career. I am both humbled and certainly honoured by the trust that you have placed in me to serve as your uachtarán for the forthcoming year.

However, though this presidential chain has my name on it, in truth it belongs to all of you – to all the branches who nominated me at the AGMs; to my own district, District 16, who have supported me along the way (a special word of thanks to the Congress Organising Committee who have put in trojan hours planning an enjoyable Congress for all delegates – míle, míle buíochas); to my many close longstanding friends and colleagues who have grounded me and shaped me over the years; to members of the current and past executives who give so much of themselves to represent you robustly, for their support, guidance and friendship, especially in challenging times. Finally, but certainly not least, it belongs to my family, who have endured an absent wife and mother for many years but have remained incredibly supportive and encouraging throughout it all.

What happens next is up to us. United and collectively we can achieve great things. Let us continue to make our mark and go forward together.

This article was adapted from President Mary Magner's planned address to Congress 2020.



National Committees

Declaration of elected candidates

The INTO's Central Executive Committee (CEC) manages and directs the affairs of the INTO between congresses. Find out who your local CEC representative is by consulting the map on the next page.

The INTO also has national committees that advise the Central Executive Committee on matters of equality, education and school leadership. The

Northern Committee manages the affairs of the the INTO in Northern Ireland. The Benefit Funds Committee administers certain funds of the INTO, in particular the Benevolent Fund and the Illness and Mortality Fund.

Below are details of the representatives on each committee. Some positions are currently vacant pending elections.

Benefit Funds Committee 2020/2022 (for details of the divisions covered by the Benefit Funds Committee, see page 29)

- Division 1 Paddy McAllister
- Division 2 Tara O'Sullivan
- Division 3 Deirdre Lanigan
- Division 4 Edel Polly
- Division 5 Jerry Clifford

Education Committee 2018/2021

President: Mary Magner
Vice President: Joe McKeown

- District 1 Lisa Magennis
- District 2 Mary Dorman
- District 3 Lisa O'Donnell
- District 4 Michelle Bonner
- District 5 Aislinn McKinney
- District 6 Siobhán Lynskey
- District 7 Dolores Killian
- District 8 Alice O'Donnell
- District 9 Teresa Moynihan
- District 10 Celia Walsh
- District 11 Aidan Gaughran
- District 12 Fiona Garvey
- District 13 Majella Sutton
- District 14 Sarah Morris
- District 15 Áine Dillon
- District 16 Paul Moroney

Equality Committee 2020/2023

President: Mary Magner
Vice President: Joe McKeown

- District 1 Seán Kelly
- District 2 Gráinne McAleer
- District 3 Vacant until elections

- District 4 Majella Ní Chonduibh
- District 5 Sarah Bradley
- District 6 Ann Comyn
- District 7 Josephine Byrne
- District 8 Margaret Murphy
- District 9 Anne-Marie Coffey
- District 10 Susan Carpenter
- District 11 Eleanor O'Dwyer
- District 12 Fionnghuala O'Regan
- District 13 Tracie Tobin
- District 14 Nuala Grealy
- District 15 Vacant until elections
- District 16 Rory Gibbons

Principals'/Deputy Principals' Committee 2020/2023

President: Mary Magner
Vice President: Joe McKeown

- District 1 Vacant until elections
- District 2 Brian McGrath
- District 3 Annraoi Cheevers
- District 4 Vacant until elections
- District 5 Vacant until elections
- District 6 Gerard Murray
- District 7 Niall Crofton
- District 8 Carmel Dillon
- District 9 Loretta Dunphy
- District 10 Katherine Doyle
- District 11 Brid Finnegan
- District 12 Gerard O'Donoghue
- District 13 Maria O'Regan
- District 14 Orla Ní Odhráin
- District 15 Michelle Keane
- District 16 Sean Horgan

INTO Principals' and Deputy Principals' Fora

There are over 40 fora throughout the country where principals and deputy principals can meet to express and exchange views. Contact your local PDC representative for details of your nearest forum.

Northern Committee

Chairperson 2020/21: Caroline McCarthy

District Representatives

- CEC I Seamus Hanna
- CEC II Dorothy McGinley
- BFC Patrick McAllister

Area Representatives

North Eastern Area

- Primary Michelle McCrystal
- Post-Primary Siobhan McElhinney

South Eastern Area

- Primary Rachel O'Hare
- Post-Primary John Kelly

Belfast Area

- Primary A Caroline McCarthy
- Primary B Geraldine McGowan
- Post-Primary Caoimhin MacColaim

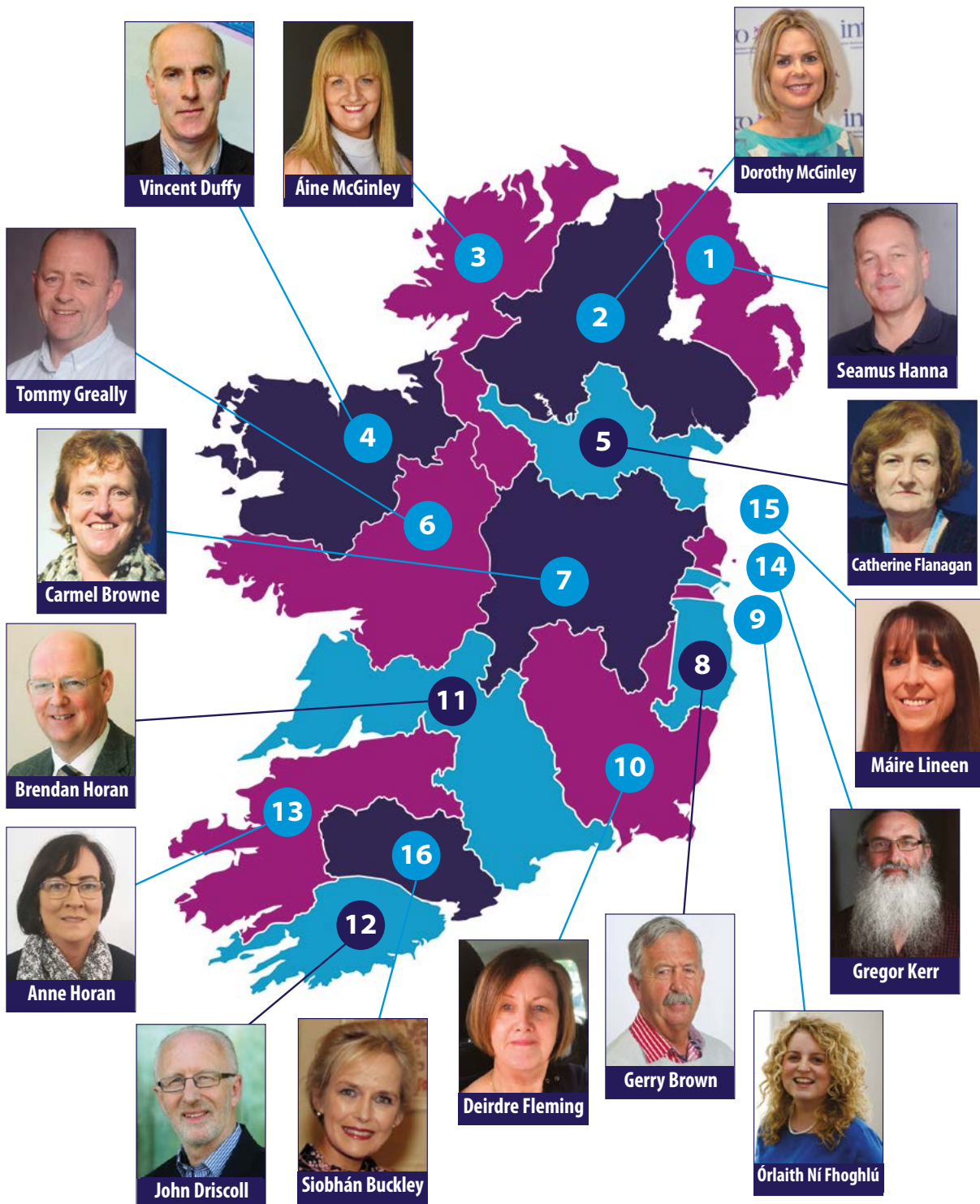
Southern Area

- Primary A Marty Lavery
- Primary B Noreen Kelly
- Post-Primary Kevin Daly

Western Area

- Primary A Marie O'Shea
- Primary B Moira O'Kane
- Post-Primary Annmarie Conway

CEC Representatives 2020/21



Districts:

- 1 Antrim, North Down.
- 2 Derry, Tyrone, Fermanagh, Armagh, South Down.
- 3 Donegal, Leitrim.

- 4 Sligo, Mayo.
- 5 Cavan, Monaghan, Louth.
- 6 Galway, Roscommon.
- 7 Longford, Westmeath, Offaly, Kildare, Meath.

- 8 Wicklow, parts of South Dublin.
- 9 South Dublin City and West County Dublin.
- 10 Carlow, Kilkenny, Wexford, Laois.
- 11 Tipperary, Clare, Waterford.

- 12 South Cork.
- 13 Kerry, Limerick.
- 14 North Dublin City.
- 15 North County Dublin.
- 16 North Cork.



Surge in COVID queries

Officials in the Northern Office, alongside Northern Committee representatives, were faced with an understandable deluge of calls and emails from concerned members since the local escalation of the COVID-19 pandemic. The changing nature of the calls reflected and continues to reflect, the development of the crisis from the point of view of schools, teachers and pupils.

The first calls that came in were from members in schools where staff and pupils were returning from trips to Italy, or who were scheduled to visit the area that became the European epicentre of this cruel pandemic. As the situation accelerated, and particularly after the announcement of school closures in the south, INTO members became more vocal in reporting concerns about schools remaining open as we approached the St Patrick's Day holiday. In the absence of clear direction from the management side, the INTO advice was then and remains, that schools could not safely remain open in the absence of risk assessments that provided evidence to the contrary. Many schools moved holiday periods forward to protect staff and pupils while the INTO and the Northern Ireland Teaching Council (NITC) pushed for schools to be closed and social distancing to be put into practice.

Even before the schools closed, the INTO was inundated with questions from concerned substitute teachers regarding their financial position in the context of looming school closures due to COVID-19. My own notes from the week beginning 16 March indicate, among a large volume of calls, that almost three out of every four calls or emails related to substitute teachers concerned about their future income. The INTO, through the NITC, made the case for our substitute members and have secured full payment for all NISTR future bookings, or promises of such bookings. This reduced the number of calls from substitutes with promises of work until the end of the school year, but we continue to receive regular calls from those substitute teachers who had no such contracts, bookings or promises.

The INTO has continued to make their case as strongly as possible, again in



concord with NITC, in order to secure income for these distressed members during the coming weeks and possibly months.

This representation will not cease until we have secured adequate, fair payment of some kind for this most disadvantaged section of our membership.

In addition to calls from substitute teachers, we have had many calls from teachers concerned about schools being open to provide 'supervised learning' for the children of key workers. Many teachers with underlying health conditions or caring responsibilities for others who have such issues, or who are pregnant or living in a household with someone who is pregnant, contacted the INTO Northern Office and Northern Committee members for advice on how to protect themselves and their loved ones.

Aside from the individual advice provided, staff in Northern Office produced and published clear guidance for members on this. Essentially the INTO advised anyone who is at risk to work from home and help to provide remote learning opportunities for their pupils.

In anticipation of a need among members for some direction on working from home, the INTO produced and published guidance on this in advance of the bulk of schools being closed for normal business.

A steady stream of principal members has contacted the INTO throughout

to seek clarification on managing the situation safely in the best interest of both staff and pupils. These queries varied from initial calls about managing pupils and staff returning from trips to managing risk assessments, preparation of work, to the new proposals around cluster schools.

As the situation has progressed, the INTO has responded as quickly as possible or tried to anticipate and pre-empt issues in order to limit the problems that may have arisen for members by issuing timely, accurate and clear advice on our website. The regularly updated FAQs, guidance on working from home, guidance on attending work during the epidemic, calls for PPE and testing for staff, sample risk assessment, letters, press releases and submissions made by the INTO to various bodies throughout the crisis have all been made available to help and inform members.

As chair of the Northern Committee, and having worked closely alongside our officials, Northern Office staff and Northern Committee members throughout this unprecedented and hugely challenging situation, I want to pay my tribute to each and everyone for their tireless support of INTO members. The calmness and clarity of thought with which the volume of calls continue to be dealt with is incredible to witness.

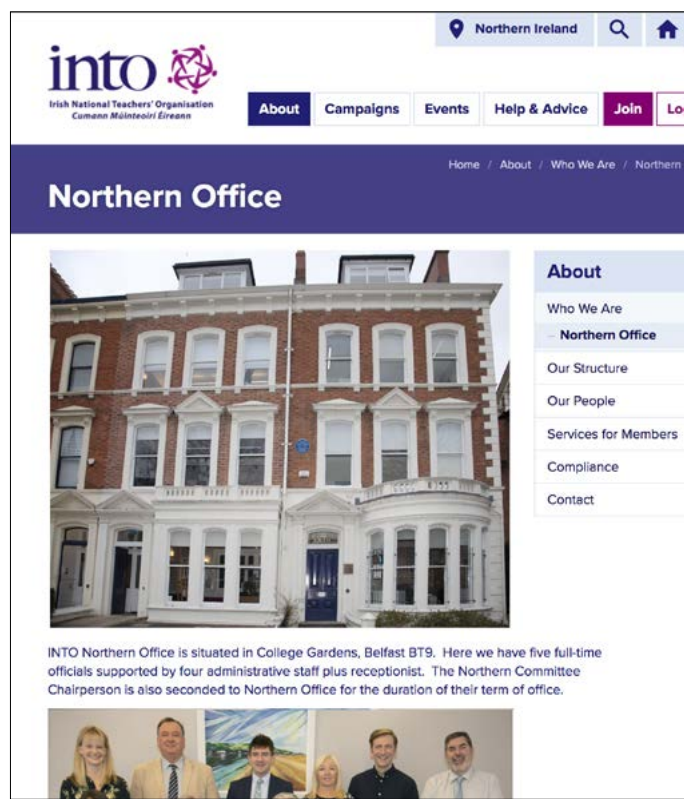
KEVIN DALY, Northern Committee chairperson.

Register to stay informed

The COVID-19 virus has created unprecedented disruption and changes in our workplaces, our social lives and our homes. As we strive to overcome the problems we are now facing daily and follow the government regulations of social distancing and the call to stay at home, we, I suppose, have to be thankful that we live in a technological age which allows us to follow the guidance from the authorities. Working from home before COVID-19 was seen as a luxury afforded to the few but desired by the many. Through mobile phones, emails and social media platforms we can maintain contact with our work, our families and our union.

Teachers have risen to the challenge to continue to provide educational provision for their pupils through preparation of packs for pupils to take home, to the establishment of remote learning sites. Teachers have also stepped forward to provide a supervisory role for the children of key workers and vulnerable children in their schools. Throughout all of the mayhem caused by COVID-19, teachers have turned to the INTO for advice and the INTO has worked relentlessly to provide teachers with the most up-to-date information and advice with a minute window for turnaround. Through the new INTO website and database, members have been contacted and received advice as quickly as it was possible to do so in a constantly changing environment.

Now in a moment of reflection of the days and weeks that have passed, a few issues from the perspective of an official come to mind. It is only by having the most current mobile number or email address that I, as an official, have been able to contact those stressed and anxious members with necessary advice. Without the most up-to-date contact details, members were not always getting



the support they needed as and when they required it.

So, I suggest that you as a member should, as a matter of urgency, make sure your details on our database are correct. Members should first and foremost ensure their contact details on the INTO database are up to date. You can check your details through the INTO website once you have registered on it. At the

Without the most up-to-date contact details, members were not always getting the support they needed as and when they required it.

time of writing, the INTO is in the process of emailing members who have not yet registered for the INTO website. The process is quick and very straightforward – you will receive an email containing a unique link that will allow you to register a username (your full email address) and a password. You will require this link as trying to register directly on the website will not work for existing members,

only for new members joining. Members will only receive a pre-registration email if there is a valid email address for them on the INTO database.

If you don't receive a pre-registration email, please check your junk mail and any old email addresses and if you still haven't received one and you aren't already registered on the INTO website, then please email infoni@into.ie with your name, teacher reference (TR) number and school.

If you are already registered with a username and password, please go to the INTO website and log in today to ensure we have your most up-to-date details.

On the log in page you will find a reset password option should you need it; you can only use this option if you have previously registered.

Once you have logged in you should be able to:

- 1 Check and update your member record (My INTO page).
- 2 Register for INTO courses and events (Events – Seminars & Workshops).
- 3 Update your preferences for communication from the INTO (My Contact Methods).
- 4 Access all the INTO information and services in the members' portal (Information Area).

By following the above advice, we can ensure that you as members get the information you need in a timely fashion. Members should note that all updates are posted immediately on the INTO website and e-newsletters are also issued, but those in receipt

of such emails should not take this as a confirmation of active membership. Please email infoni@into.ie if you have any issues around registering or logging in – making sure to include your TR number and name.

Remember to stay safe, stay in touch and stay at home for now.

PAUL GROOGAN, official, Northern Office.



Temporary and flexible working reviews

The INTO has, through the Joint Working Party, informed management that updates are urgently needed for many of the existing Teachers' Negotiating Committee's policies and procedures. Perfect examples of these are highlighted in relation to the procedures most commonly associated with changing work patterns for teachers, namely the *Temporary Variation of Contract (TNC 2009/7)* and the *Flexible Working Scheme (TNC 2009/6)*.

Both of these were, in 2009, family-friendly procedures influenced by Article 15 of the *Employment (NI) Order 2002*. And while many school managements have recognised the immeasurable value that a better work/life balance can have on the well-being of their employees, these procedures are, because of the wording, viewed by boards of governors and principals as primarily being aimed at teachers with either young children or adult caring responsibilities and, since their introduction, school managements have used this criterion to make decisions



around the granting of flexible working.

However, the *Flexible Working Regulations (NI) 2015* has removed the young children and adult caring responsibility aspect of eligibility. This leaves, simply, the entitlement to make an application where an employee has been continuously employed for 26 weeks. In

effect, this means a teacher can apply for a variation of contract for their own personal reasons which may fall outside of the original TNC 2009 procedures. The 2015 regulation should be brought to the attention of boards of governors.

TOMMY MCGLONE, senior official, Northern Office.

Making an application

- **Strictly follow the guidance and put the application in writing either as a letter or application form;**
- **make sure you give the proper required notice period and the date when you want the arrangement to commence;**
- **state the detail of why you require a variation of contract;**
- **give full details of the working pattern you are applying for;**
- **be very precise in exactly which type of variation you are applying for;**
- **explain if you have made a previous application and when you made it;**
- **make sure it is correctly dated and signed.**



Teachers and the Menopause

For the first time, a motion regarding teachers and the menopause was debated and passed at the INTO Northern Conference in Newry on Friday, 7 March 2020. The motion called on the INTO to negotiate with employers on a range of measures, including an agreed policy on supporting menopause in the workplace.

Conference acknowledges that a significant majority of the teaching profession are female and are therefore likely to go through the menopause at some stage in their teaching career.

Conference calls on Northern Committee:

- a. To negotiate with management on a range of measures, including an agreed policy on supporting the menopause in the workplace; and
- b. To undertake a campaign on menopause in the workplace which focuses on supporting teachers.

Menopause is a natural stage of life for women, usually taking place in their late forties/early fifties, although for some it can be much earlier. Many women experience a range of symptoms associated with menopause which can range from mild to very severe and can last over many years.

Although all women will experience menopause at some stage in their life,

teachers can experience a more difficult time than women who work in other occupations and professions because of the nature of their role. It is, therefore, important to recognise that menopause is an occupational health issue for women

Although all women will experience menopause at some stage in their life, teachers can experience a more difficult time than women who work in other occupations and professions

teachers, as well as also being an equality issue. With more women teachers than ever before working into later life for a variety of reasons, including the raising

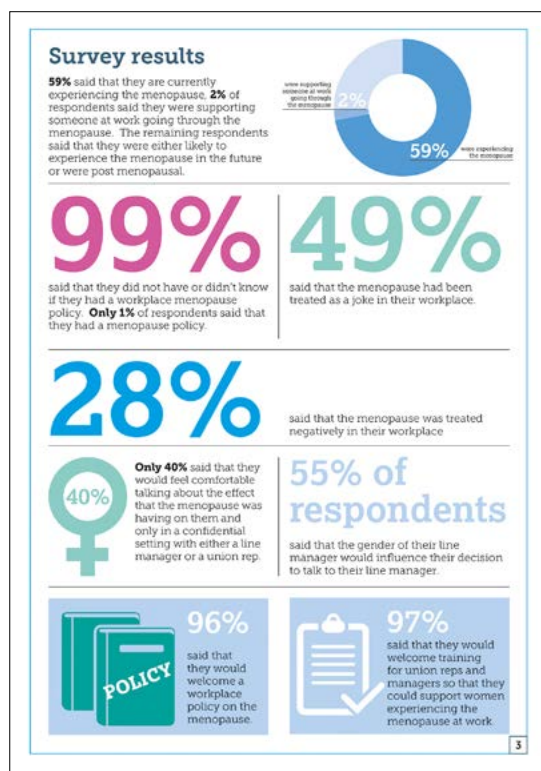
of the retirement age, all employers, including boards of governors, have a duty of care for the health and well-being of their employees and it is therefore important that they support their workforce with appropriate measures and policies.

Women going through menopause face some very challenging issues with many of them getting little or no support. Many feel uncomfortable talking about their situation, perhaps because they are afraid of encountering sexist and ageist attitudes towards women, the menopause and female ageing in their workplaces. In an [ICTU Menopause survey](#) (Sept 2018) It was found that of the women who had direct experience of menopause, nearly half felt that it was treated negatively in their workplace while over 50% reported witnessing menopause being treated as a joke.

Delegates at the conference speaking to the motion highlighted the symptoms they and their friends and colleagues were experiencing, with hot flushes, lack of sleep, constant fatigue and lack of focus as well as forgetfulness featuring highly. All of these, and other symptoms, can lead to issues with colleagues, school management, pupils and parents if not recognised discussed and addressed.

In a female-dominated profession such as teaching, supporting women who are teaching whilst at the same time experiencing symptoms of menopause should feature high on any school leader's agenda. Unfortunately, this is not always the case. This resolution passed at the recent INTO Northern Conference is the first step in addressing these issues and providing the support for women and school managers in doing so.

NUALA O'DONNELL, senior official, Northern Office.



into learning Summer Programme 2020

Expanding the Boundaries
Professional Development & Union Learning



moodle.intolearning.ie

- Course information, registration and payment available on moodle.intolearning.ie
- Online courses will run from **Wednesday 1st to Wednesday 22nd July**
- Beidh an scoil samhraidh Cumarsáid, Comhlúadar agus Craic ar siúl **Luan 6ú go Aoine 10ú Iúil**
- Registration closes Monday 29th June but places may fill before that so book early
- For specific queries contact learninghelpdesk@into.ie

Moving from mainstream to SET

This online course will enable participants gain an understanding of the role of the special education teacher (SET) particularly for those teachers moving to this role for the first time. The current SEN model will be explored in a comprehensive manner including policy and practice details. The course will also explore a variety of learning difficulties which may be encountered as well as an exploration of the diagnostic and screening tests available to identify support needed for such difficulties. From a pedagogical perspective it will explore good practice in supplementary teaching to support oral language development, phonological awareness, reading and general mathematical difficulties.



Digital Technologies in SESE and STEM

This online course explores the use of digital technologies to enhance teaching and learning in the areas of Social, Environmental and Scientific Education (SESE) and Science, Technology, Engineering and Mathematics (STEM). In particular, it will provide a hands-on experience of online resources for science, history, geography, maths and basic programming. It will feature survey creation tools for science projects, timeline creation tools and multi-media story telling applications for history, various online mapping resources for geography, a variety of online numeracy resources, tools and applications as well as approaches to introduce pupils to computer programming including the use of scratch.



Maths Problem-Solving: A process, not a product!

This online course focuses on a process led approach to maths problem-solving across all class levels. It includes an exploration of mathematical language and maths thinking. It presents a series of problem-solving strategies, a tool kit and a framework to support maths problem-solving. It also explores assessment in maths problem-solving, mathematics in the environment and mathematics across the curriculum. It includes a series of videos showing the teaching approaches explored in the module being used in the classroom.



Learning Through Play

This online course will explore the concept of learning through play including: current trends and research in the pedagogy of play, the role of the teacher and the benefits and challenges of play in the classroom. The course will explore the Aistear assessment guidelines and the following areas: pretend, socio-dramatic and small world play; planning for play and developing language through play. This course is ideal for any teacher wishing to incorporate play as a pedagogy into their classroom practice.



Global Citizenship Schools

This online course explores the concepts of justice, sustainability and equality at a local, national and global level through the lens of human rights. It seeks to enhance teachers' confidence and competence when engaging with these issues by providing a range of teaching approaches, case studies and resources. It also seeks to promote a more critical and action-based approach when teaching global citizenship issues. It supports the underpinning objectives of INTO Global Citizenship Schools and is suitable for all primary class levels.



Creating an LGBT+ Inclusive School

This new online course seeks to support teachers and school leaders to create an LGBT+ inclusive school. It explores LGBT+ identities, terminology, visibility and inclusion, how best to implement education strategies to prevent homophobic, biphobic and transphobic bullying and how to positively represent LGBT+ identities through curriculum and classroom interactions. It will allow teachers gain an understanding of gender non-conformity and supporting those who are transitioning between genders as well as providing guiding principles for an LGBT+ inclusive working experience and LGBT+ inclusion in school policies. This course also provides a collation of useful resources for all class levels.



Literacy through the Arts

This online course explores how a school's discrete literacy programme can be supported and extended using the arts: drama, visual and musical arts. The course details good practice in literacy teaching including approach discrete literacy teaching to support the new primary language curriculum. It also refreshes teachers' familiarity with the arts curricula and how literacy can be integrated into arts lessons – music, the visual arts and drama. It concludes with a step by step guide on how to bring a story to the stage from a creative writing and oral language development perspective that includes video footage of the process.



Understanding and Supporting Pupils Suffering Adverse Childhood Trauma

This new online course seeks to enable teachers to understand adverse childhood trauma/experiences, how they may manifest in a learning environment and how best they can be accommodated to support the child's learning needs. The course also explores how to manage/support one's own reaction to and interaction with behaviour associated with children who have experienced adverse childhood trauma. Case studies of children suffering trauma as a result of parental alcohol abuse and of children suffering from homelessness will be explored as part of the course.



Cumarsáid, Comhlúadar & Craic Scoil Samhraidh

Tá an cúrsa samhraidh seo dírithe ar mhúinteoirí bun scoile atá ag iarraidh feabhas a chur ar a gcumas labhartha agus dá réir ar a gcumas chun an teanga a theagasc nó teagasc tríd an teanga ag gach leibhéal sa bhunscoil. Beidh ceardlanna/gníomhaíochtaí ar ábhair éagsúla mar shampla: amhránaíocht agus filíocht. Beidh siúlóidí agus turas ar oileán chomh maith le h-imeachtaí oíche.



Ionad: Ionad an Bhlascaoid Mhóir, Dún Chaoin, Trá Lí, Co Chiarraí agus Scoil an Fheirtéartaigh

Dátaí: 6 - 10 Iúil, 2020

Tuilleadh eolais ó **Nuala Uí Ghearaill**, Cathair Scuilbín, Baile na nGall, Trá Lí, Co Chiarraí, Fón (b) 066 915 5286/(m) 087 6534633, r: nualauihearailt@gmail.com nó ó **Seán Ó Catháin**, Gill Mhic an Domhnaigh, Ceann Trá, Co. Chiarraí, Fón (m) 086 8044416, r: seanocathain6@gmail.com

Note: This course will only run if Covid-19 restrictions are lifted

Our Environment, Our Lives!

This timely online course is designed to equip teachers with the necessary knowledge and skills to effectively teach pupils about pertinent environmental issues. The course explores the concepts of environmental auditing, biodiversity and interdependence, climate change and climate justice, environmental sustainability, and how positive proactive attitudes can be developed. Practical strategies and examples based on the primary curriculum as to how these concepts can be dealt with in the classroom are explored.



COURSE COSTS

All online courses cost €35* | €100 atá le híoc as an scoil samhraidh

*except for the LGBT+ Inclusive course which costs €25

INTO Grants for Educational Research

Deadline for applications 25 September 2020

The INTO Bursary Scheme for members will be continued for 2020. Up to six bursaries will be awarded with awards of €3,000 for doctorate level and €1,500 for masters level/other. Bursaries are open to all INTO members, north and south. Any project which has been approved as a research endeavour by a recognised third level institution will be considered for grant purposes.

The INTO's Central Executive Committee has decided that one of the INTO bursaries in 2020 will be ring-fenced for research into educational

disadvantage in honour of Vere Foster, INTO's first president, who was born just over 200 years ago and who was particularly active in addressing educational disadvantage. Therefore, one of the six bursaries will be awarded to a teacher undertaking research on a topic relevant to educational disadvantage.

All applications received by the closing date of 5pm Friday, 25 September 2020 will be examined by an independent assessor who will make recommendations on the applications. Bursaries will be awarded at a ceremony

at this year's INTO Consultative Conference on Education, which is taking place on Friday 13 and Saturday 14 November 2020 at the Mullingar Park Hotel.

Applications must be sent on the relevant application form. The form is available, along with a full list of terms and conditions, on the INTO website: <https://bit.ly/INTOBursary20-21>.

Application forms should be returned to: Education Section (Bursary Scheme), INTO, 35 Parnell Square, Dublin 1 or via email to education@into.ie.

An Ghaeilge Cumarsáid, Comhluadar agus Craic 2020

Tá an cúrsa samhraidh seo dírithe ar mhúinteoirí bunscoile atá ag iarraidh feabhas a chur ar a gcumas labhartha agus dá réir ar a gcumas chun an teanga a theagasc nó teagasc tríd an teanga ag gach leibhéal sa bhunscoil.

Beidh ceardlanna/ gníomhaíochtaí ar ábhair éagsúla mar shampla: amhránaíocht agus filíocht. Beidh siúlóidí agus turas ar oileán chomh maith le h-imeachtaí oíche.

Scoil Samhraidh

Venue/ionad: Ionad an Bhlascaoid Mhóir, Dún Chaoin, Trá Lí, Co Chiarraí (Scoil An Fheirtéaraigh)
Dates/dátai: 6-10 Iúil 2020
Course fee/táille cúrsa: €100

Contact/teagmhálaí:

Nuala Uí Ghearaílt
Cathair Scuilibín,
Baile na nGall, Trá Lí,
Co Chiarraí
H/B: 066 915 5286
M/F: 087 6534633
E/R: nualauighearailt@gmail.com

You can also register and pay online at moodle.intolearning.ie from Tuesday, 5 May.

Please note: This course going ahead is dependent on the lifting of COVID-19 restrictions.

Seán Ó Catháin
Cill Mhic an Domhnaigh,
Ceann Trá,
Co Chiarraí
M/F: 086 8044416
E/R: seanocathain6@gmail.com

Name/Ainm: _____ Phone/Fón: _____

Please, complete in block capitals/le do thoil, líon isteach i gceannlitreacha

Teaching Council No/Uimhir na Comhairle Múinteoireachta: _____ Mobile/Fón Póca: _____

Roll No/Uimhir: _____ Email/Ríomhphost: _____

Rolla na Scoile: _____ **Please make cheques payable to INTO and return to course contact.

Home Address/Seoladh Baile: _____ Signed: _____

_____ Dated: _____





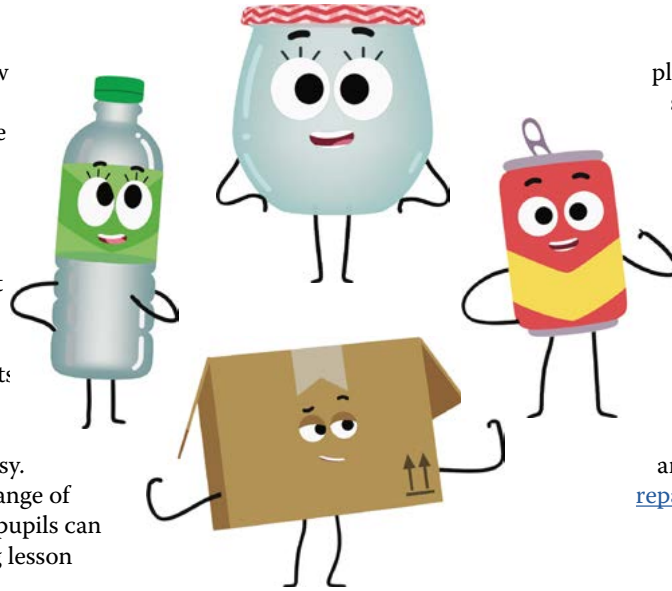
Teaching your students about recycling

Free resources from Repak

COVID-19 has created a new normal, and your pupils' homes have now become the classroom. Finding creative resources to share with your pupils can be challenging.

Repak is reminding primary school teachers that it offers a comprehensive range of materials to teach children about recycling in its 'Recycle and Change for the Better' schools' programme, making recycling fun and easy.

The programme offers a range of resources that teachers and pupils can access from home, including lesson



plans, recycling quizzes, colouring sheets, fun facts and recycling projects about best practice for recycling glass, cardboard, plastic, aluminium, and reducing contamination.

You can introduce pupils to Repak's enthusiastic recycling characters: Jenny the Jam Jar, Cormac the Can, Bridget the Bottle, and Bobby the Box and let the children become part of the conversation. Resources are free and available for download now from repak.ie/for-home/schools/.



Supporting families in need through COVID-19

Three INTO members from districts 14 and 15, Tara O'Sullivan, Kyna Rushe and Jana Lyons, ran a fundraiser in February to raise money for back-to-school hampers for families in need.

Working with the charity One Family, who help single-parent families in direct provision, homeless families and working families struggling to make ends meet, Tara, Kyna and Jana sold raffle tickets at the Equality Conference and were delighted with the support from INTO members all over the

country. The raffle raised over €5000.

"Unfortunately, due to the COVID-19 pandemic, we have had to deviate from our original plan to work together to make back-to-school hampers" said Kyna Rushe. Instead, the team are using money raised to buy grocery vouchers for the One Family charity. "We would be grateful if the INTO could share this," said Kyna, "so those around the country who supported could know how they helped in yet another way throughout this pandemic."




Donegal pupils record their own song of hope

Pupils from Lurgybrack NS, Letterkenny, worked together, from a distance, to write and record *Our Song of Hope*.

Teacher, Brí Carr, wrote the song in collaboration with pupils, through conversations via the children's parents on WhatsApp. Brí recorded the parts of the the song on a mobile phone and sent it to members of the school choir, with instructions on how they could record at home using two phones, headphones and their hotpress. The parts were mixed to create the final song by Terry McGinty at Valley Music Studio.

The school community organised a school-wide art project for pupils to illustrate the work they have been doing at home. These pictures formed the music video to accompany the song. The song is available on YouTube at <https://youtu.be/26ZrNMct8Xc>. The Irish version of the song, *Fan sa Bhaile*, is also online at <https://youtu.be/eyo-kNjWtjg>.





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Teachers' advice to policymakers about standardised testing

The [April edition of InTouch](#) reported on a national study of Irish primary teachers' beliefs about, and attitudes towards, standardised testing in English reading and maths and how these tests are being used currently in schools. Of the 1,564 teachers nationally who completed the survey, more than two thirds (1,062) responded to the final question: "What two pieces of advice would you offer to Irish educational policymakers about the practice of standardised testing in English reading and mathematics in Irish primary schools?" Interestingly, data analysis revealed that, rather than providing policy advice per se, the vast majority of teachers took the opportunity to raise deep-seated concerns about various aspects of standardised testing. While the details can be accessed in the [study report](#), their responses are synthesised here as follows:

1. Changes to the tests. There were repeated calls for standardised tests (STs) to be revised, replaced and/or changed regularly and for greater alignment between tests and curricula

2. DEIS specific issues. Teachers in DEIS schools voiced frustration and concern about the disproportionate underperformance of pupils on STs in disadvantaged areas and the negative impact this has on teachers and pupils;
3. EAL and the language of the tests. The importance of focusing on EAL pupils in particular when revising and updating STs was underlined amid questions about the suitability of existing STs for this particular cohort;
4. Professional development. Many respondents indicated that they would like to develop their expertise in test preparation, administration, interpretation and reporting;
5. SEN and the allocation of resources. Many concerns were raised about the potential adverse effects on teachers and pupils of decreasing school SEN supports based on improved ST results;
6. Standardised test results. There were very mixed feelings about what, how and when ST results should be shared

7. Stress and pressure on pupils and teachers. Many teachers highlighted concerns about the labelling of pupils, and ST results being taken too seriously or being used as a barometer of teacher effectiveness and/or school success;
8. Teaching to the test. Some teachers cited anecdotal evidence and awareness of teaching to the test within their own and in other schools, linked with concern about potential grade inflation and narrowing of the curriculum.

Issues raised in the survey about the need for CPD focused on standardised testing will be highlighted in the June edition of *InTouch*.

DR ZITA LYSAGHT is a member of the School of Policy and Practice at DCU.

Editor's note: The Department of Education and Skills has made the decision to cancel standardised test for the 2019/20 school year, in light of the ongoing COVID-19 pandemic. You can read more at <https://bit.ly/35dLHzg>.



FÉILTE – deadline extended for applications

Applications for showcases and workshops are now open. The Teaching Council have extended the date to apply for a showcase or workshop to Thursday, 23 April. [Click here to apply.](#)

Mary Robinson will deliver the opening keynote address at FÉILTE 2020 on Saturday, 3 October in the Helix, DCU in Dublin. She is currently adjunct professor for climate justice in Trinity College Dublin



and chair of The Elders. She served as president of Ireland from 1990-1997 and UN high commissioner for human rights from 1997-2002. She is a member of the Club of Madrid and the recipient of

numerous honours and awards including the Presidential Medal of Freedom from the President of the United States Barack Obama.

The full FÉILTE programme will take place on Saturday, 3 October in The Helix, DCU, Dublin.

FÉILTE Fringe will take place in The Church on Mary street/Jervis Street on the evening of Friday, 2 October.

Webinar series – learning for all

The Teaching Council and the Professional Development Service for Teachers (PDST) are hosting a series of webinars to support teachers, parents and students in the area of remote, offline and online learning. The first webinar took place on 31 March 2020, and a recording is available [here](#), alongside details of the forthcoming webinars. The learning for all webinars will be responsive to the emerging needs of schools as they seek to support learning for all in these extraordinary times.

School placement affected by COVID-19

Final year students who qualify in 2020 and have yet to complete their final school placement will not be adversely affected when it comes to applying for registration to the Teaching Council as a result of the closure of schools.

This means that teachers who have been awarded their qualification will not be disadvantaged due their inability to complete school placement as a result of the closure of schools.

Their application for registration will still be processed and no additional conditions will be applied.

Gaeltacht placement

In light of the emergency measures being adopted in relation to COVID-19, the following changes have been introduced for students on Initial Teacher Education (ITE) programmes.

Students who are in the final year

of their ITE programme will not be required to complete the usual Gaeltacht learning period to graduate in summer 2020. This will not adversely impact on applications by these teachers for registration to the

Teaching Council.

In the case of student teachers in all other years of their ITE programme, the Gaeltacht requirement is being postponed and can be fulfilled at a later point in the programme.



Introducing the Benefit Funds Committee

From its earliest days, the INTO has established mechanisms and funding to assist members who fall into hardship, through prolonged illness or otherwise.

Today's INTO structure for addressing these concerns is our Benefit Funds Committee (BFC).

Who are the BFC?

The BFC consists of five elected representatives who each take responsibility for relevant issues in their geographic areas and who decide collectively on responding to applications from members. The general secretary and deputy general secretary are ex officio, non-voting members of the BFC.

In addition to assistance to members and their dependents, the BFC may also advise members on matters such as social welfare, health services and medical insurance.

The divisional representatives on the BFC, and their geographical divisions, are outlined below.

What does the BFC do?

The BFC administers the INTO Benevolent

Fund and is independent of all other INTO structures in doing so. This involves the provision of advice and assistance to members who are in financial difficulty and the payment of death grants. An outline of the BFC's role is provided on the [INTO website](#).

Under rule, the Benevolent Fund provides for:

- i. death grants and
- ii. grants in 'exceptional cases of hardship'.

The members of the BFC use discretion and judgement in assessing individual hardship-related applications for assistance. The committee has a process which involves a declaration of means by a member. Where grants are paid, an amount is decided and such grants are generally time-limited, and in certain cases may be repayable.

What is the value of grants paid by the BFC?

Death grants are of a standard amount, currently €4,000 on the death of an INTO member and €2,000 on the death of the spouse/civil partner of a member. The total paid in death grants in 2019 under

the BFC was €78,000, in respect of 23 INTO members in the Republic of Ireland and Northern Ireland.

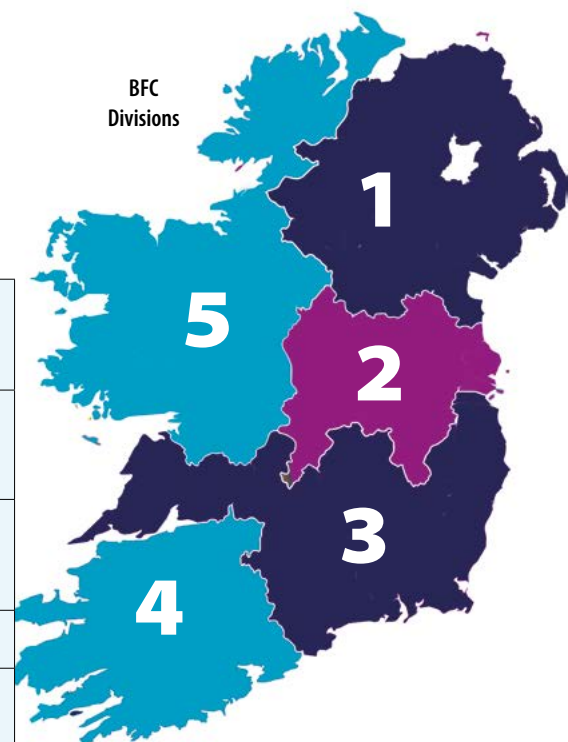
Otherwise, the grants to assist members in difficulty are discretionary. In total, a little over €80,000 was paid through the BFC in discretionary grants in 2019.

How can I contact my BFC representative?

BFC members may be contacted directly or through INTO branch officers. During the COVID-19 restriction period, as the INTO offices are closed it is not possible to contact BFC members through our main telephone lines. However, your BFC representative may be contacted at any time by emailing benefitfundscommittee@into.ie.

Table of BFC members and areas of responsibility

Division 1	Paddy McAllister (cathaoirleach of BFC)	Districts 1, 2 and 5 – Antrim / Armagh / Cavan / Derry / Down / Fermanagh / Louth / Monaghan / Tyrone
Division 2	Tara O'Sullivan	Districts 7, 9, 14 and 15 – North county and city of Dublin, and parts of Dublin south and west / Kildare / Longford / Meath / Offaly / Westmeath
Division 3	Deirdre Lanigan	Districts 8, 10 and 11 – Part of south Dublin / Carlow / Clare / Kilkenny / Laois / Tipperary / Waterford / Wexford / Wicklow
Division 4	Edel Polly	Districts 12, 13 and 16 – Cork / Kerry / Limerick
Division 5	Jerry Clifford (leas cathaoirleach BFC)	DDistricts 3, 4 and 6 – Donegal / Galway / Leitrim / Mayo / Roscommon / Sligo





Teachers' Musical Society

Teachers' Musical Society took to the stage in March with their 20th annual musical production. This year they chose the show-stopping Broadway hit *Sister Act*, a show full of disco beats, fabulous dancing and more than a few singing nuns. Unfortunately *Sister Act* had just gotten started when widespread restrictions were brought into place due to the spread of COVID-19, so they only managed to make it to the stage for two out of the five planned nights.

Some might say there was a sense of symmetry to this, as 20 years ago the first TMS show, *Fiddler on the Roof*, was also only staged for two nights. But, for those who had worked for months on end to get this show to the stage, it was hugely disappointing to have it cut short and to not share this great show with all of their friends and family. However, the audiences that were lucky enough to have tickets for the first two nights thoroughly enjoyed the show and knew they were watching something special. This year was truly an experience that the cast and crew of Teachers' Musical Society will never forget and they would like to thank all of their friends, families, colleagues and audience members for their support and encouragement throughout the year. They will be back stronger than ever next



spring with another production and look forward to seeing you all in the audience then.

To keep up to date on their events you can follow them on [Facebook](#), Instagram [@teachersmusical](#), and Twitter [@Teachers_MS](#).



Food Dudes – fun at home

With schools now closed, the Food Dudes have sadly had to suspend fruit and vegetable deliveries to schools for the foreseeable. In this new environment, with families spending more time than ever in their 'at-home-hubs' it can be easy to fall out of healthy habits. The Food Dudes don't want all their hard work to go undone and want to continue to encourage children and families to practice healthy eating habits and have fun at the same time.

Due to online demand, the Food Dudes have developed a 'fun at home' section on their website full of free online resources to make learning about fruit and vegetables easy pea-sy!

Every Wednesday, new interactive activities are uploaded to the website, suitable for all the family. These activities will be centred around key themes and life-skills such as sensory science, getting to know your fruit and vegetables, eating a rainbow, growing your own, fruit and



vegetable nutrition, cook-along fruit and vegetable recipe ideas, food for mood, portion sizes and more.

Check out week one's '[sensory exploration](#)' and follow the conversation online each week using the hashtag #FoodDudesFun. Share your at-home

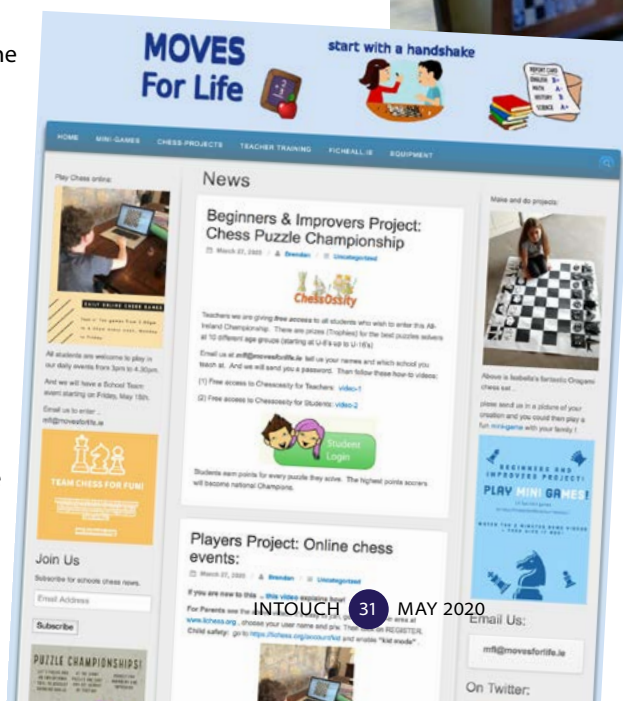
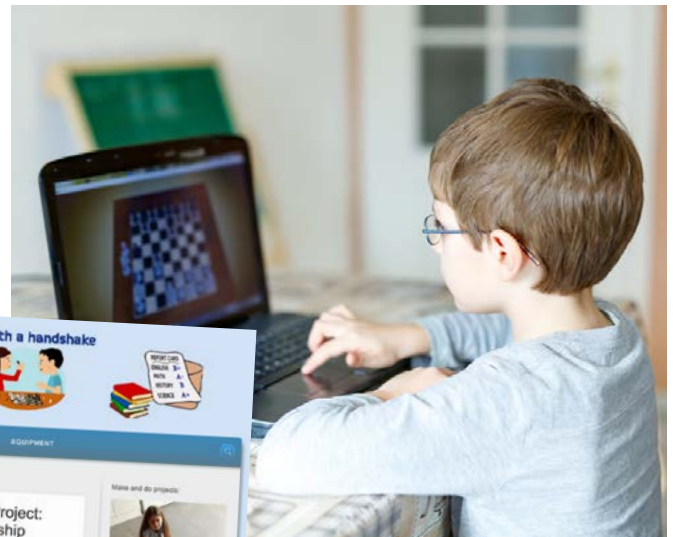
activities, pictures and videos with us. The best-captioned pictures will be posted on the Food Dudes news page, with some even featuring in the June digital edition of the *InTouch* teachers' magazine.

What better way to show off to your teacher, neighbours and friends!!

The Comhar Linn chess challenge

Here are a few chess activities and resources for children of all levels, from beginners to experts, put together by [Moves for Life](#) to stimulate and educate:

- There are two beginner projects. The first project is to make your own chess set (picture is of Isabella's beautiful origami chess set) and the second, is to play mini-games with your family.
- Beginners' and improvers' puzzle project – puzzles help pupils to develop thinking skills. This project will continue until the 30 September.
- Play online games – this project is for confident players. Games are fast and fun. These games are available Monday to Friday from 3 pm to 4.30 pm and will continue throughout the summer.
- There is also a fun school team championship which would suit schools that already have a chess club. Games will be played online during May and June.



There are many more details and supports for these projects on www.movesforlife.ie. All of these activities are free and, thanks to sponsors, there are prizes for pupils participating at each level. To register your students for a project email us at mfl@movesforlife.ie.

In the Single Scheme 'career average' pension?

Ways to enhance your retirement income

It is never too early to think about the adequacy of your income in retirement. Decisions made early in your career can have a big impact on pension and lump sums later.

Key questions

Think about your answers to these questions:

- Did you start teaching on or after 1 January 2013?
- Have you had an absence from teaching (other than on an approved leave scheme, such as a career break or sick leave) for six months or more and recommenced teaching on or after 1 January 2013?

Every INTO member who answers 'yes' to either of these questions is a member of the public service single pension scheme (the 'career average' earnings scheme).

What is the single scheme and how is it different?

Features of the single pension scheme include:

- Pension and lumpsum will be based on career average earnings;
- The number of years' service in teaching are not related to pension entitlement or amount;
- Pension is based on earnings during the career and on amounts accrued each year towards pension and lumpsum.

This contrasts with the pre-2013 scheme, where pension is based on final or retiring salary. Under the previous scheme, a teacher retiring with 40 years' service gets

a pension of half of that retiring salary.

Under the career average scheme, actuarial studies commissioned by INTO show that a teacher after 40 years' service will have a pension below 40% of retiring salary.

Benefit statements – a missing link

The single scheme provides that its members receive an annual benefit statement. This is an important document which advises teachers of the amounts lodged in their pension 'fund'. The lodgements as shown in these benefit statements form the basis for the pension.

However, no teacher has yet been issued with a benefit statement. This is contrary to law as set out in the 2012 Single Scheme Act. The INTO is currently supporting a member in taking a formal complaint to the Financial Services and Pensions Ombudsman about the failure to provide benefit statements.

The failure of the DES to issue annual benefit statements since 2013 is a disgrace. It means that teachers are not aware of what they have contributed towards pensions or the amount accrued in their personal fund. It also means that teachers find it very difficult to make judgements about augmenting their pensions so as to have adequate earnings in retirement. There are implications in this regard for teachers who have been unable to avail of tax benefits associated with purchasing additional benefit.

Augmenting the career average earnings pension

The decision to augment a pension is an

individual one. However, INTO believes that every member of the single scheme should examine augmenting their pensions.

INTO had planned a series of pensions roadshows before the COVID-19 crisis, but these have been postponed for now. However, INTO is committed to resuming such sessions for members around the country in order to discuss their pensions, their adequacy and the question of augmenting earnings in retirement. Retirement seems very far away for younger teachers but actions taken today will have implication for earnings in retirement.

There are two methods of augmenting pensions:

- First, through the purchase of additional voluntary contributions (AVCs). Where teachers are purchasing AVCs, INTO recommends use of the Teachers' AVC Scheme run through Cornmarket brokers.
- Second is by purchase of benefit through a scheme established by the Department of Public Expenditure and Reform (DPER). While this allows purchase of a defined benefit, and on the face is attractive, there are a number of structural issues including the fact that, at present, purchase is possible only through payment of a lump sum.

Watch out for pensions updates from the INTO and for information sessions being organised for members.

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Protect yourself from scams

Tips on what to watch out for

It's more important than ever to remain vigilant when it comes to identifying potential scams, both online and offline. Scams can take many different forms, but there are some general rules you can follow to avoid falling victim to these dubious schemes:

- Never give personal, bank or credit card details to an unknown party. Remember, banks, credit card companies, utility companies and internet providers already have customers' personal details, so they wouldn't ask a customer to provide them.
- Never click on links within emails from friends or acquaintances which they wouldn't normally send. Also, be very wary of clicking on links in emails that come from an email address that you don't recognise.
- Think twice before responding to a friend's message requesting money. It could be a scam with someone hacking into the friend's email or social media account. The message will appear to be from the friend saying they are abroad, have lost their money and bank cards or they have been stolen and they need money wired to them.
- Use bank and credit cards safely and securely. Scammers can copy cards in just a few seconds – this is known as 'skimming'. Never let cards out of sight and never share PIN details with anyone. Always cover the keypad when entering a PIN.
- If offered an investment deal, always check that the firm is authorised on the Central Bank's registers website. Check also the Central Bank's list of unauthorised firms to make sure a warning notice has not been issued about them.
- Take care when buying or selling goods online. Never accept large sums of cash, cheques, or money transfers as payment. If selling something valuable like a car, ask the buyer to pay with a draft from their bank or to transfer the money directly to your bank account. A draft will guarantee the seller receives the money immediately through



... be sure and let your friends and family know so they won't get caught out

their bank. If a buyer refuses to pay by draft or transfer, the seller should be suspicious.

- If putting an item for sale in the local newspaper or on a website, for example, a car, never accept a cheque or draft for an amount over the asking price. This is a scam and it's likely the seller will be asked to refund the amount over the asking price after the cheque or draft is deposited. The scammer will claim it was a mistake or for shipping expenses. The cheque will inevitably bounce and the seller will lose the 'refunded' money.

What should you do if you have been caught out by a scam?

If you think you have been the victim of a scam or fraud and you have given someone your bank account or credit card information, inform your bank or credit card company immediately so they can tell you what action they need to take. This might include putting a stop to your account, cancelling your credit or

debit card or stopping a transaction from going through your account.

Contact the CCPC (ccpc.ie) and tell them about any scams you, your friends, families or colleagues have experienced. Building awareness about scams is the best way to put a stop to them. You can also sign up to the [European Consumer Centre Ireland's](#) monthly e-newsletter which warns Irish consumers about scams in Europe.

And finally, be sure and let your friends and family know so they won't get caught out.



DOIREANN SWEENEY, head of corporate communications, Competition and Consumer Protection Commission.

More information on financial wellbeing and the tools available can be found at www.ccpc.ie.



What you need to know about the panel



The staffing [Circular 0018/2020](#) and the accompanying [FAQS on redeployment](#) were published by the DES in February. It contained the staffing schedule which confirmed how many teachers each school is entitled to employ for the year ahead.

What is the main panel?

The main panel exists to redeploy permanent teachers, whose posts have been lost, into other permanent jobs. There's no such thing as redundancy for a permanent primary teacher, so these teachers are entitled to remain in employment, and a role must be found for them. Teachers on the main panel are reassigned within 45 kilometres of their current school, to a school of the same patronage.

If your school is losing a teacher, the most junior permanent teacher should normally have applied to the main panel for redeployment.

The allocations section in the DES compiles a list of permanent and contract of indefinite duration (CID)-holding teachers for redeployment, which is sent to panel operators, who send it to schools with permanent vacancies. Panel operators manage the panel on behalf of each patron.

Once the lists are circulated, principals with permanent vacancies can start filling jobs from the main panels. Normally this process begins after the Easter break but may be delayed this year due to the COVID-19 related school closures.

Filling a job from the panel

Schools with staffing vacancies (which are not required as a viable post for a CID) are obliged to fill those posts from the main panel. This year, schools have been asked to fill out a staff planning form, which will indicate to the DES and to the panel operators that they have vacancies. When filling posts from the panel, principals may make contact directly with teachers on the main panel, or advertise their jobs on www.educationposts.ie or www.staffroom.ie seeking expressions of interest from teachers with main panel rights.

What happens if I am on the panel?

You should be contactable by phone and email during the redeployment process in your area. A teacher on the panel can request a list of schools with permanent vacancies from your local panel operator. You can contact schools where you would like to work which have vacancies to indicate your interest.

If you receive a formal, written offer (usually by email) from a school in your panel area, which is within a 45km radius of your current school, you must accept it within three calendar days. When you accept an offer you must fill out the panel update form (PUF) and return it to the DES and the panel operator to let them know that your name should be removed from the panel.

If you refuse a formal job offer, or you fail to engage with the recruitment process, you may be removed from the

main panel and will lose your right to redeployment into a permanent vacancy.

What if I don't get an offer?

You're a permanent teacher, so you are entitled to an offer of redeployment. However, if you're working in an area with few permanent vacancies, the main panel may be slow to clear. In this situation, the DES can appoint a panel officer, who will work directly with the local panel operator and schools to ensure anyone remaining on the main panel is redeployed.

If there aren't enough permanent vacancies in your area to clear the main panel, the panel officer may arrange for your redeployment into a fixed-term position for the year. This will not affect your permanent status, and you will be placed on the main panel again the following year, and redeployed into a permanent position at that stage.

Redeployment panels for community national schools

The INTO has sought a redeployment panel for surplus teachers in community national schools since their establishment, and this has now been achieved. The panels will operate subject to the provisions set out in [DES Circular 0018/2020](#) and the [Redeployment FAQs](#). These panels will operate on an ETB basis i.e. redeployment will be to another community national school in the same ETB area within a 45km radius of the teacher's current school.

Explaining COVID-19 to children with autism



AsIAm, Ireland's national autism charity and advocacy organisation have shared the following guidance for explaining COVID-19 to children with autism

Younger children (5 – 8 years)

What is the coronavirus?

Coronavirus (COVID-19) is a type of illness, which makes people sick with a cough and a fever.

How do people get the coronavirus?

Coronavirus has to get inside a person's body to make them sick. This can happen in a few different ways:

- when people touch each other (like hugging, kissing or holding hands);
- when people cough or sneeze without covering their mouth, or;
- when a person touches their eyes, ears, nose or mouth with unclean hands.

What will happen to me if I get the virus?

If you become sick with the coronavirus, you might have a cough, a sore throat or a fever. But you might not feel sick at all, the coronavirus doesn't seem to make children very sick. If you think you are feeling sick, you should tell an adult right away. If your parents think you might have the coronavirus, they will bring you to a doctor to be tested for it. The doctor or nurse will use a long cotton bud to brush the inside of your nose and the back of your mouth. You might not like the way this feels and that's okay. It is the only way they can test for the coronavirus and it will be over quickly. It is important that you let the doctors and nurses do their job to look after you.

If the doctor or nurse says that you have the virus, then you will need to stay at home for a while and not share your things with anyone else. You might also have to stay in your bedroom for longer than usual. This is called 'self-isolation', you might have heard about this on the news. The reason we 'self-isolate' is to make sure that we don't give the coronavirus

to other people. Even if it doesn't make you feel sick at all, it could make another person very ill.

You can use AsIAm's social story to see what you can do if you have to stay at home here: <https://bit.ly/AsIAmCOVID-19>.

How do I look after myself?

There are lots of things you can do to make sure you don't get sick with the coronavirus. The most important thing to do is to wash your hands many times during the day. You should always wash your hands when you use the bathroom, before and after you eat, after you have been outside and after you sneeze or cough. You can stop the coronavirus from spreading by:



- coughing and sneezing into your elbow, not your hands;
- putting tissues in the bin straight away after you use them;
- not standing too close to anyone you do not live with (this is what adults call 'social distancing'), and;
- staying at home and not going to places where there are lots of people, like shops, cinemas or parks.

You might not be allowed to see older family members for a while, like

grandparents. This is because older people can get very sick if they get the coronavirus so we have to protect them and keep them safe. You can still keep in touch with video-calling, text messaging or playing online games together. Staying away from people we love will be hard but it is the best thing we can do for them and we will be so happy when we can see them again!

What can I do if I feel frightened about the coronavirus?

It is okay to feel frightened by the coronavirus. This is a new illness and doctors and nurses are just figuring out how to help people who have it. Every time a new illness is discovered, scientists work hard to create a medicine to help the person feel better and they are working really hard to do this now for people who have the coronavirus. If you are feeling upset or worried or frightened about the coronavirus, talk to a trusted adult about how you feel. They will be able to calm your worries and make you feel better.

Here are some ways you can help yourself feel calm if you are feeling worried:

- count slowly to 10 or 20;
- take five deep breaths;
- do ten jumping jacks;
- do an activity you enjoy - like drawing, reading, playing a game, watching a TV show or movie or making a jigsaw;
- look at a collection of favourite or special items;
- look at special photos of people you love;
- do your favourite exercise;
- give yourself a big hug;
- hug your favourite soft toy, or;
- play with a pet.



Older children (8-12 years)

What is COVID-19?

COVID-19 (or coronavirus) is a virus that makes people sick with a cough and a temperature. You might remember a time when there was a tummy bug or the chickenpox in your school and lots of children in your class got it and were absent for a while, that was because all of those children were together in one classroom so the bug spread quickly. This is why we are not in school now, to stop the virus from spreading.

How does COVID-19 spread?

COVID-19 spreads in three ways:

- when people touch each other, like holding hands, high five-ing, hugging and kissing;
- when a person sneezes or coughs near another person, or;
- when we share items. If a person who has the virus uses a teacup and shares that teacup with another person, that person could get the virus too.

What happens if I get the virus?

If you catch the virus you might have a cough and a temperature. Or you might not feel unwell at all. So far what we know is that the virus doesn't seem to harm children. Some children have the virus and don't even know they have it! This is a good thing because it means you won't feel sick, but you still have to be careful because even if you don't feel sick you can still spread it to other people and it might harm them.

If your parents think you have the virus, they will bring you to a test centre to be tested for it. A nurse will use a long cotton bud to brush the inside of your nose and the back of your throat and mouth. They will send the cotton bud to a lab to be tested and this will tell them if you have

the virus or not.

If the test comes back positive, that means you have the virus. You will have to 'self-isolate.' This means you will have to stay in your bedroom as much as possible and not share anything with other people in your house. You can still go outside for some fresh air but you shouldn't play with other children for two weeks. Even if the virus is not making you feel sick, it is important that you self-isolate to protect other people from catching the virus.

How do I look after myself and others?

The good news is there are lots of steps we can take to look after ourselves and the people we care about, by stopping the virus from spreading. You can stop the virus from spreading by washing your hands for 20 seconds with soap and hot water regularly during the day.

You should always wash your hands at these times:



- after you use the toilet;
- before and after you eat;
- when you enter a new place (like a shop or a house);
- after you cough or sneeze;
- after you use a tissue, or;
- after you have touched an item that is shared with other people.

You can stop the virus from spreading by:

- coughing/sneezing into your elbow, not your hands;

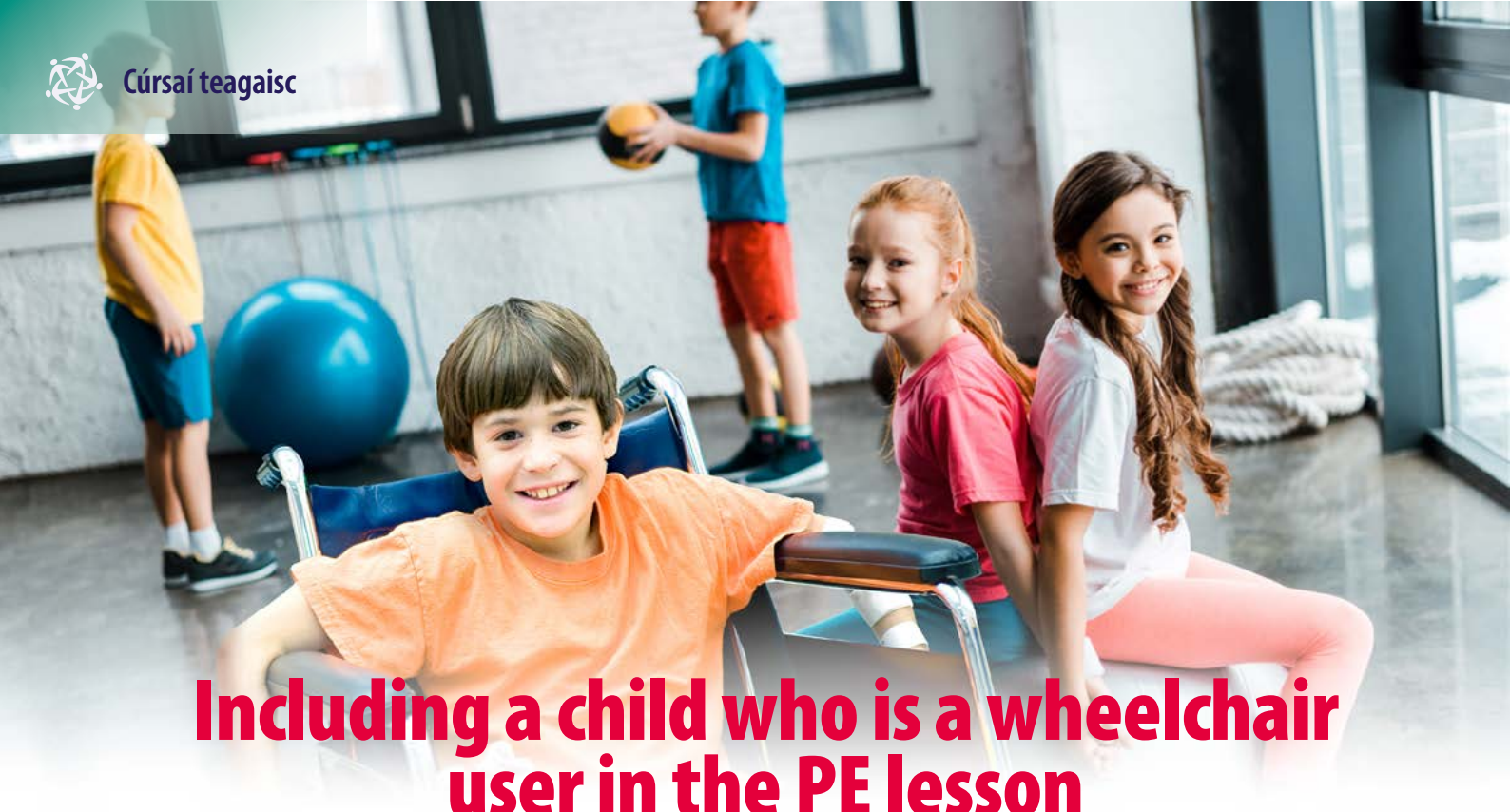
- putting tissues in the bin immediately after you use them;
- not standing too close to anyone you do not live with (this is called 'social distancing');
- helping to keep the house clean so that the virus cannot live in your house, because it does not like clean surfaces.
- not seeing older family members, like grandparents, for a while. The virus can be very dangerous for older people so we have to try really hard not to pass it to them by accident;
- not visiting other people's houses or playing with big groups of friends for a while. The virus can spread easily through big groups of people, we can stop it from doing that by staying in small groups, and;
- staying at home and not travelling very far from your house for a while. The virus can spread easily in places where there are lots of people, like shops, cinemas and playgrounds. We can stop it from spreading if we don't go to these places.

How do I look after my mind?

You might see or read things that you don't fully understand on social media or in the news. Or you might hear adults around you talking about things you don't fully understand. When we don't understand something, that can make it scary. It is really important that if you see or read something online that makes you feel uncomfortable, worried or scared, that you stop looking at that page or website and tell a grown-up about it. They will be able to calm your worries. Not everything that is being talked about in the news and online is suitable for children so make sure that you are not overloading your brain with information. You can help to keep yourself in a good mood by doing things you enjoy like playing music, playing board games, baking, playing outside, reading etc.

HANNAH O'DWYER, education and training officer, AslAm. AslAm are running their #FlyForAutism campaign throughout April. Now more than ever, are they asking for your support to help Ireland's autism community. Text ASIAM to 50300 to donate €4, of which AslAm will receive at least €3.60. Visit AslAm.ie for more information.





Including a child who is a wheelchair user in the PE lesson

This month, teacher Catherine McBride shares how the TREE model can be used to include a child with a physical disability in athletics lessons.

A child with a physical disability may be a wheelchair user or a child who uses a walking frame. All children should be supported to experience the same sense of achievement and belonging as their peers in PE programmes and help them to engage in lifelong physical activity.

CASE STUDY

Ben is a nine year-old boy who has cerebral palsy and moderate autistic spectrum disorder. He uses a wheelchair and cane walker. Ben is in second class with 30 children in a mainstream school. Catherine uses Lesson 3 ([Episode 77: The Inclusion Club, 2020](#)) as an example to highlight an inclusive lesson. The learning outcomes are that the children will:

- a. jog and run while developing an awareness of even pace;
- b. sprint 20m in a straight line with an emphasis on arm action; and
- c. perform an overarm throw.

Using the TREE model, the class teacher can maximise Ben's capabilities

Teaching style

- Specific learning outcomes. *Ben sprints 5m or more.*
- Stimuli on the IWB to promote discussion. *Children shown an image of athlete seated in a wheelchair throwing a javelin.*
- Empowering language. *The 'person first' approach helps create an empowering school culture embraced by all children. Ben can learn in the same way as his*

classmates.

- SPHE lessons to promote awareness of positive dialogue emphasising capability. *The teacher can invite a sportsperson who is a wheelchair user to speak to the class.*
- A collaborative approach.
 - a. With the child (the 'person first' approach): *"What would you like to do Ben?"*
 - b. With the parent(s) seeking advice on the child's interests and challenges in PE. *Ben loves to move onto a mat/out of his chair.*
 - c. With the SNA who has a crucial role in supporting the child in PE lessons. *Sharing learning outcomes with the SNA before lessons provides an opportunity for some pre-lesson support for the child.*

Rules

Pair relay. *Children carry a beanbag and pass it to their partner, who runs to the end cone. Ben holds a beanbag between his knees and wheels his chair before passing the beanbag to his partner.*

Equipment

Beanbags for throwing. *Children throw a beanbag overarm. Ben uses a reaching aid to retrieve beanbags, having wheeled to pick them up after throwing about five in succession.*

Environment

- Classroom for introduction: *The class*

watches a video of a child wheelchair racer to facilitate classroom discussion about ability, strength and capabilities of all.

- Hall for warm-up: *'Chat and run' and dynamic stretches. Ben moves around the hall wheeling his chair and completes dynamic stretches in his wheelchair.*
- Slalom course run: *In a team of six, each child weaves around cones to the end of the course before calling 'go' for the next person. Ensure cones are widely spaced for Ben, who wheels around every second cone.*

Cooldown activity – stretch

Play 'puppeteer' as the teacher calls out actions, e.g. 'I am lowering your arm, wiggle fingers and toes'. *Ben dismounts from wheelchair following chair-bench-floor transfer onto mat, assisted by SNA/teacher and performs the actions while lying on the mat.*

Resource

An interview with Catherine and a series of eight athletic lesson plans, informed by Irish and international resources, are now published in *Episode 77: The Inclusion Club (2020)*. <https://theinclusionclub.com/inclusion-in-physical-education-a-primary-teachers-actions/>.

CATHERINE MCBRIDE, primary school teacher, Dublin, and **FRANCES MURPHY**, Institute of Education, DCU.



Helping pupils remotely

The past few months were ground-breaking for teachers and principals as they came to terms with the reality of school closure and a need to ensure some continuation of pupil learning. Technology provided the bridge between teacher and pupil and new techie words and phrases became part of the everyday lexicon. National support services provided reams of advice and commercial content providers opened their material for free. It was the new normal!

While teachers were familiar with many elements of technology, the demands for remote teaching and learning pushed schools to places they had never been before. So how did they fare? What practical measures did schools and teachers use?

Sharing practice on Teaching Online Course

PDST Technology in Education created a short online course to support teachers in their endeavours to transition from the traditional to an online classroom.

In the course, we asked teachers to describe how they approached teaching online with their class.

Here were some common approaches shared by participants via discussion forums:

- Weekly plan for work sent to parents via email (Friday, Sunday or Monday).
- Teachers collaborating to provide one plan for each class level.
- Providing a weekly project or theme that could be differentiated for different class levels, e.g. a country or an event in history.
- Providing a weekly list of recommended online resources (popular ones included [Scoilnet](#) and, in particular, [Learning Paths](#), [World Book](#)

Online, [RTÉ Home School Hub](#), [Joe Wicks PE videos](#), [Twinkl](#), [David Walliams' Elevenses](#)).

- Holding regular online staff meetings for planning and sharing of resources and for valuable human connection with colleagues.
- Sending an online survey to parents

Distance learning safety advice and considerations

There are many important considerations for educators to ensure a safe learning experience for pupils and teachers engaging in distance learning or teaching. Along with technical considerations, safeguarding children should form a part of the planning stages of any changes or updates to learning environments.

Considerations when using new technology include privacy, terms of service, age restrictions, data collection, appropriateness of platform, setting clear and realistic expectations for pupils. It is also important for educators to familiarise themselves with their school's Acceptable Use Policy and Child Safeguarding Statement.

Top tips for teachers

- Use only school authorised platforms and services.
- Model good behaviour online.
- Set clear expectations for students when engaging in online learning.
- Ensure students are made aware of what they can do if they encounter something inappropriate or upsetting online.

For more information and safety advice on managing distance learning, visit [Webwise.ie](#)

seeking views on current levels and types of work being sent home after the first week or two. This provided useful feedback to schools, many of which adapted their approaches.

- Connecting tasks to the home environment e.g. planting and growing, shape hunts, baking, household chores, reading, writing diary reflections, listening to birds singing.
- Integrating important messages from the HSE about social distancing and hand hygiene into lessons and projects.
- Encouraging mindfulness practice, with recommendations such as Cosmic Yoga, Headspace and Calm apps.
- Integrating important internet safety messages into lessons - [HTML Heroes](#) from Webwise proved very popular.

Many challenges were also discussed, including:

- Assessing whether the quantity of work assigned was too much or too little.
- Worrying about overwhelming parents with communications.
- Providing offline activities for pupils who do not have access to devices or internet.
- Providing enough support for pupils with special educational needs.
- Differentiation and catering for all levels of ability.

There was a consensus, however, that the sharing of experiences, both positive and negative, has been of value to teachers during this time. If you would like to engage with this course, check it out at <https://bit.ly/TeachOnline>.

Compiled by MADELEINE MURRAY, JANE MCGARRIGLE and PATRICK COFFEY, PDST Technology in Education.



Investigating Ireland's built heritage

Why do buildings look the way they do?

Wherever there are humans there are buildings. Houses, office blocks, factories, churches and shops populate our cities, towns and villages. We need them for shelter, warmth, administration and socialising, but in addition to this we like them to look good. From every era they reveal our taste, wealth and values. When buildings are designed and constructed, their 'look' is bound by the available materials, developments in technology and fashions of the day. Something of this time is present, and perceptible, in everything that has ever been made. This phenomenon is called 'zeitgeist', or 'spirit of the age' where objects, including buildings and streetscapes, capture the unique cultural climate of their own era.

To demonstrate this concept we can investigate school building design. As each school has at least one building (even a portacabin counts!) it is a good place to start. Imagine we were building a new school today, what construction materials might be required? Would hand-chiselled 'dressed stone' be the first choice? Unlikely. Where might we source the raw materials? Finding a stonemason could be tricky, and the cost would definitely exceed any available budget! In the early 20th century, stone was the very best building resource available, until around the 1930s when it was replaced by mass concrete. Schools then took on a new form, with windows in rows of three becoming the common national design. A small rural school may have two rows, and a large Dublin school may have nine or ten rows. We now recognise this kind of building as how an Irish school should look. Today technology has changed again and we have our contemporary, functional and warm schools, made with steel frames, smooth walls and large openings of glass. The place in time of each of these building therefore is marked by their materials, technology and design, and if we look closely enough at the architecture around us, we can find style in every window, chimney, door, wall or roof.



St Nicholas Parochial School's old building, built as a house in 1852, now demolished. Galway City.
Photo: Tom Kenny, Kennys Bookshop



Tiernascragh National School, Co Galway (1936) with two blocks of three windows.
Photo: Alison Mac Cormaic



Gaelscoil Riabhach, Loughrea, Co Galway (2018).
Photo: Alison Mac Cormaic

Buildings as a springboard for learning

In each local environment a whole range of buildings wait quietly for investigation. They don't need to be fancy. There are usually many interesting examples in the everyday architecture nearby. Curriculum strands to investigate could include:

Continuity and change over time

- Chimneys and windows are often good indicators. Over time windows generally get bigger and chimneys get thinner.
- What kind of design motifs and decorative features can you see? Are they unusual or familiar?

Human environments and materials

- What materials are the buildings made from? Are they natural or manmade?

- Are they local, or shipped from different parts of the world?
- Was the building made by hand or machine?

Life, society, work and culture in the past

We can wonder who might have lived, worked or built the building, and what Ireland was like at the time. There are a number of online built heritage resources:

- www.buildingsofireland.ie/ is a national inventory of Ireland's architectural heritage.
- bit.ly/UpTheTown celebrates the uniqueness of Irish towns.
- bit.ly/BuiltHeritage to discover fun facts about fun buildings.
- <https://theirishaesthete.com/> is an up-to-date blog that combines beautiful photography with discussions on disappearing architectural gems from every corner of the country.
- www.google.ie/maps In Google Maps Streetview we can take a walk along well-trod routes where the change in interface allows pupils to get up close and personal with shop fronts design, windows, decorative elements and building materials.

Researching architecture on the doorstep allows a school to recognise the unique built heritage of their own local area. By way of materials, technology, history and design, each building has a story to tell. Together with your pupils, why not see if you can find it?

ALISON MAC CORMAIC is an artist, teacher and design historian. As part of the Heritage in Schools Scheme she uses place-based learning to explore local, everyday built heritage. The Heritage in Schools Scheme is coordinated by the Heritage Council. To find out more and to book a visit from a heritage expert visit www.heritageinschools.ie.

Subject

SESE (History)

SESE (Geography)

SESE (Science)

Strand

Continuity and change over time
Local Studies
Life, society work and culture in the past

Human environments

Materials

Strand Unit

Homes, housing and urban developments
Buildings, sites or ruins in my locality
Life in the 19th century

Settlement: homes and other buildings

Properties and characteristics of materials

ImagineNation

Free activity book for children

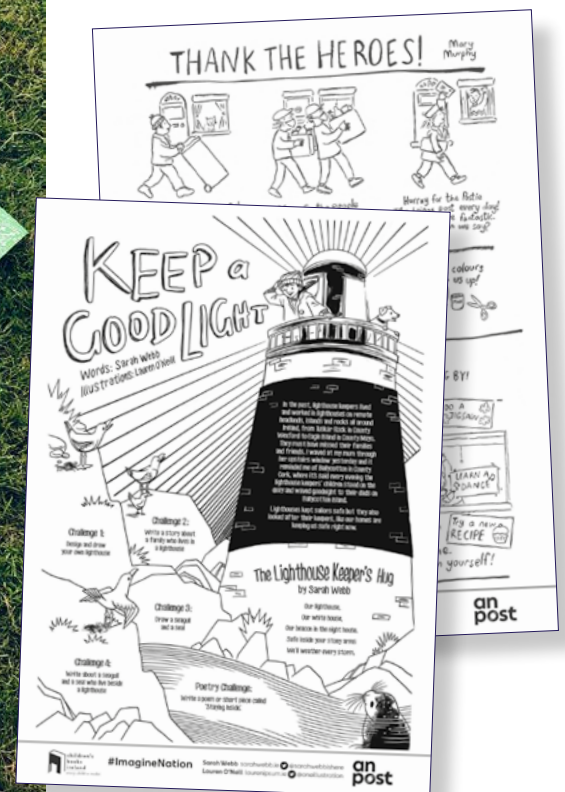
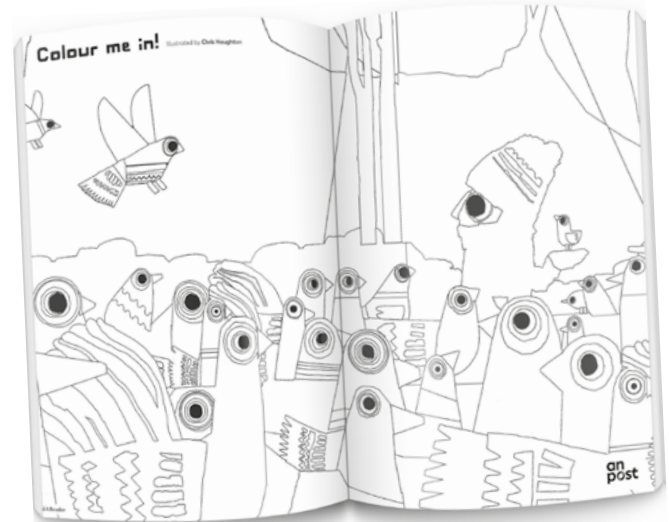
Children's Books Ireland, in partnership with An Post, have launched the #ImagineNation campaign which brings together leading Irish children's authors and illustrators to create a free 24-page #ImagineNation playbook available for children from all over Ireland to enjoy.

Overflowing with activities for children in drawing, writing and mindfulness exercises from leading creatives including Oliver Jeffers, Chris Haughton, Sarah Crossan, Don Conroy, Niall Breslin, Niamh Sharkey and many more, the book is accessible to all children to download as well as being delivered free by An Post to thousands of houses around the country.

Children from all over the country are encouraged to get creative using the ImagineNation playbook, downloadable at childrensbooksireland.ie/resources/imaginaton/ and www.anpost.com/ImagineNation and are invited to post their creations on social media using the #ImagineNation hashtag.

Children's Books Ireland and An Post believe that everyone can be creative – no one more so than children – and that every child can be a reader. Right now, so much is being asked of families who are staying home and staying safe. This campaign will help alleviate some of the boredom and encourage children to take some time to draw, read, write and create. The playbook has

activities, puzzles, poems and short stories from some of Ireland's best children's writers and illustrators that we hope will delight, entertain and spark creativity. If you need recommendations for a great book, check out childrensbooksireland.ie for recommended reads and other themed reading lists.





Quiet times on the playing fields

All schools in the Republic were ordered to close on the 12 March due to the COVID-19 virus and, at time of writing, it is unclear when schools will reopen. It is equally unclear when normal activities such as Cumann na mBunscol meetings and school matches will resume.

'It is a strange time for all of us', said Liam Magee, cathaoirleach of Cumann na mBunscol and principal of St Columban's Primary School in Belcoo, Co Fermanagh. Schools in Northern Ireland were directed to close on 20 March until further notice. Some schools had to remain open for the educational supervision of vulnerable children, and those of key workers, up to year 10 where alternative arrangements could not be secured.

The last term of the school year is normally the time when the Cumann na mBunscol season reaches its climax. Hurling and camogie competitions are decided, with finals usually staged in the county grounds. Many counties organise primary school sports days. These are a highlight of the last term and involve tens of thousands of children across the island. Of course, the INTO GAA Mini Sevens, organised by Cumann na mBunscol, are also affected. These games have been running since 1987. 240 children drawn from every county in Ireland get the opportunity to

play in Croke Park on the biggest days of the GAA calendar. Gerry O Meara is the national Mini Sevens organiser. Gerry would usually have been informed of the names of the lucky boys and girls by early May but everything is uncertain at the moment. We don't know when, if, or in what form, the GAA Championship will go ahead this year. There are also mini-games played in each of the four



Liam Magee, cathaoirleach of Cumann na mBunscol

provinces involving boys and girls from primary schools in the competing counties. Last year, almost 500 boys and girls played in the Munster GAA Primary Game and those numbers are replicated in the other three provinces. Ideally, games will resume and schools will reopen after Easter but, it is in the lap of the gods. Members of the Coiste Náisiúnta are in regular contact with each other and we hope to be back on the pitches whenever public health guidelines allow.

In the meantime, there is no shortage of resources available for those children who want to avail of the break from school and hone their skills. Dublin star Ciarán Kilkenny, a múinteoir himself, was quick to start giving coaching tips on his Twitter account. His teammate [Diarmuid Connolly](#) dropped by one day to add his coaching tips. Ciarán's Twitter page is [@CKKilkenny93](#).

Kilkenny's TJ Reid provided free classes on his [Facebook page](#) every Tuesday and

Thursday combining GAA skills with basic exercises to keep children active and engaged. Limerick GAA stars James Ryan and Peter Nash are employed as games development administrators (GDAs) by the county board and are familiar to children in their role as coaches. James and Peter post coaching tips on Twitter at [@LKCoachingGames](#). These are just a sample of activities online for young players. The GAA itself embarked on an [online educational initiative](#). Each day, it publishes a series of learning activities and skills challenges to support academic and physical education needs.

2021 marks 50 years since Cumann na mBunscol was founded. As part of our 50th celebrations, it is planned to produce a history of Cumann na mBunscol. This unexpected school closure sees many of us with time on our hands in what is usually the busiest time of year. This is an ideal opportunity to sift through the minute books, the press cuttings and to trawl through the records of Cumann na mBunscol in your county. Joe Lyons and Ciarán Crowe will be compiling this publication and they look forward to contributions from every county and provincial unit of Cumann na mBunscol.

We are living in unprecedented times. When schools reopen, Cumann na mBunscol will be ready and willing to recommence activities with renewed enthusiasm and vigour.

JOE LYONS, public relations officer, Cumann na mBunscol.



The outgoing Coiste Náisiúnta of Cumann na mBunscol pictured before the AGM in Thurles. Left to right: Tomás O hAiniféin, Gary Farrell, Gerry O'Meara, Fidelma Sheridan, Joe Lyons, Liam Magee, Mairéad O'Callaghan, Jim Fennelly. Absent from photo: Tim O'Byrne, development officer who was attending the Cumann na mBunscol Handball National Blitz in Kingscourt.

Irish Primary PE Association Conference

The 17th annual Irish primary PE association conference took place in Mary Immaculate College, Limerick on Saturday, 29 February. The conference was well attended by teachers from around Ireland and the theme for this year was 'Meeting the needs of all learners'. The practical workshops had a strong emphasis on how differentiation can support pupil learning in PE lessons. Workshops explored how to integrate PE and STEM, develop teamwork and communication through circus skills and outdoor and adventure activities as well as scaffolding creativity through dance. Further workshops explored the use of digital technology to support assessment and effective grouping of pupils while inclusion and the use of the right level of challenge were also considered. In addition, workshops on physical activity fit breaks and European school sports days were also presented on the day. Notes and resources for all of the workshops presented are available in the members' section of the Irish Primary PE



From left to right: Edel Murphy, Ciara Blennerhassett, Donncha O Corcoráin, IPPEA committee; Professor Mary O'Sullivan, NCCA chairperson; Mary Magner, Vice-President, INTO; Susan Marron, IPPEA and Daniel Tindall, Physical Education Association of Ireland.

Association website.

The IPPEA were delighted to welcome the vice-president of the Irish National Teachers' Organisation, Mary Magner, on the day. Mary welcomed the high commitment of the teachers present on a Saturday and commended the IPPEA for the event and their contributions on inclusive PE to the *InTouch* publication this school year.

The keynote address was given by

Professor Mary O'Sullivan, teacher educator with a long and distinguished career in education both nationally and internationally at the University of Limerick. Mary is also recently appointed chairperson of the National Council for Curriculum and Assessment (NCCA). Mary spoke passionately about the key issues concerning primary PE in Ireland. She highlighted the difficulties and drawbacks associated with the external provision of PE in schools and the opportunities for teachers to engage in PE leadership within their schools. Mary also spoke about the support available to teachers in the area of PE referencing the IPPEA and the Professional Development Service for Teachers (PDST). Mary also encouraged teachers to engage with the *Draft NCCA Primary Framework for consultation* (NCCA, 2020) and embrace the opportunities presented for PE within the well-being curricular area and subject. For more information about the IPPEA visit www.irishprimarype.com.



Trócaire Game Changers – home challenge

Trócaire is inviting pupils to invent their own games to explore the Sustainable Development Goals at home. Pupils can create a board game, a card game, or a computer game, based around the Sustainable Development Goal(s) of their choice.

When creating the game, pupils should consider:

- Which Sustainable Development Goal(s) does the game explore?
- What do players learn from playing the game?
- How do you play the game?
- What are the rules?
- How do you win?
- What are the components of the game?
- What materials will be used to make the game?
- What does the game look like?

Children can enter as individuals or as teams (e.g. with parents/guardians, brother or sisters in their household).

Entries should be submitted with an

application form by 20 June 2020. You can find more details and an application

form at

trocaire.org/education/gamechangers.



Seamus Heaney's time in Carysfort

Hugh Mulrooney reminisces on his friend and poet, Seamus Heaney's time working in Carysfort

Seamus Heaney moved from Belfast to Glanmore in County Wicklow in 1972. He joined the staff in Carysfort in 1976 and was appointed head of the English department. I had been the first appointment to the Carysfort education department in 1974 and was charged with the design, launch and validation of the new BEd course in philosophy of education. When Seamus came to Carysfort he was already very well known and somewhat controversial. He had published four books of poetry including *North*, which is considered by many to be among the best of his 12 volumes. We became friends.

The philosophy of education course included questions related to creativity and this was a topic dear to the heart of the poet. He agreed to sit in on some of our tutorials. Our students had studied the topic from a philosophical angle but now, sitting with us, here in Carysfort, was arguably the most creative poet in the English-speaking world. He sat quietly and let discussion develop. Then he contributed in his modest unassuming way.

He described two experiences from his childhood. He told us that in the kitchen in his home in Mossbawn, County Derry, there was a cot and a big sofa. The cot had a base of loose slats. One day the infant Seamus removed

some of the slats and lowered himself onto the cold cement floor. When his feet touched the floor, he knew he was in two places simultaneously. His little hand was holding on to the deck-rail of the world and his foot was on its way 'somewhere'. This 'somewhere', he would later realize, was the creative world of poetry.

As a child, he often climbed onto the big sofa to twirl the knobs of the radio and read the stations on the dial... London, Dublin, Hilversum. Last thing at night he would hear the shipping forecast... Fairisle, Forties, Cromarty. The aerial was fixed to the branch of a tree and threaded through a hole bored in the window-frame. It connected the child with the world of words and the reality of life. It connected him to 'the music of what happens'.

One day when he was lecturing in

*We have no prairies
To slice a big sun at evening ...
... Our unfenced country
Is bog that keeps crusting
Between the sights of the sun*

Queens University, Belfast, a poem about bogs began to formulate in his mind. He felt excited but decided to sleep on it. The following morning, he woke to the first lines of the poem... the poem was already there: "We have no prairies/To slice a big sun at evening... Our unfenced country/Is bog that keeps crusting/Between the sights of the sun". That reminded us that 'creativity' has something to do with 'a lump in the throat', with our sub-conscious and with an innate gift like that of the water-diviner who can locate 'the heart of the matter'.

HUGH MULROONEY, former lecturer at Our Lady of Mercy College, Carysfort. Hugh has published *The Night of Other Days: The Life and Work of Seamus Heaney*.

You can contact him for more information at hughmulrooney@yahoo.ie.



Taisce Tuisceana



Is áis léamhthuisceana é *Taisce Tuisceana* a d'fhobhair CCEA i gcomhar le COGG



Tá 5 phacáiste ar fad in *Taisce Tuisceana* Sraith 1 agus Sraith 2 le 25 tasc-chárta i

ngach pacáiste. Tá íomhánna d'ainmhithe ar na boscaí le hidirdhealú a dhéanamh eatarthu:

- Tá **Asal** ar chártaí Bhosca **A**
- Tá **Béar** ar chártaí Bhosca **B**
- Tá **Caora** ar chártaí Bhosca **C**
- Tá **Dobhreach** ar chártaí Bhosca **D**
- Tá **Eilifint** ar chártaí Bhosca **E**

Éiríonn na téacsanna iontu níos dúshlánaí de réir a chéile. De bharr na n-íomhánna, ní léir do na páistí cén leibhéal deacrachta atá i gceist, rud a chabhraíonn le féinmhúinín páiste a bheadh ag streachailt. Tá *Taisce Tuisceana* (Sraith 2) dírithe ar pháistí níos sine.

Tá réimse d'ábhair spreagúla sna pacáistí, idir fhicsean agus neamhfhicsean, chomh maith le cineálacha éagsúla téacsanna, ar nós dánta, scéalta, finscéalta, r-phoist, dialanna agus tuairiscí.

Éascaíonn *Taisce Tuisceana* scileanna léamhthuisceana na bpáistí a fhorbairt agus cuireann sé lena stór focal chomh maith.

Tá féidearthachtaí ag baint leis na cártaí seo do pháistí atá ag obair sa bhaile. Tá focail nua nó focail dheacra sa téacs i gcló trom ar gach chárta agus tá íomhánna a léiríonn ciall na bhfocal sin ar chúl an cárta.

Cuirtear trí chineál ceisteanna maidir leis an téacs léitheoireachta - ceisteanna liteartha, ceisteanna tátail, agus ceisteanna meastóireachta - ina bhfuil tuairim le tabhairt.

Chomh maith leis sin, tá ceisteanna gramadaí i gcártaí Sraith 2. Tá cárta freagraí ann do gach cárta.

Úsáid sa rang/don chianfhoghlaim

- Roghnaigh cártaí atá oiriúnach do leibhéal léitheoireachta agus cumas tuisceana na bpáistí i do rang.
- Mínigh leagan amach na gcártaí do na páistí ionas go mbeidh siad in ann tabhairt faoin léitheoireacht agus faoi na tascanna a leanann é.
- Déan leid leathanaigh a ullmhú le ceisteanna machnaimh a chabhróidh leis na páistí agus iad i mbun léitheoireachta - m.sh., Cad é ábhar an scéil? Cé atá

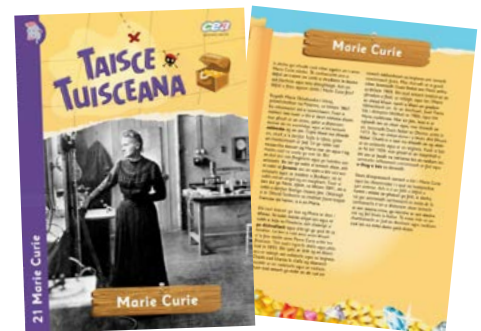


ag insint an scéil? Cad iad na carachtair atá ann? An ficsean nó neamhfhicsean atá ann? Cén seánra atá i gceist? Cá bhfuil an scéal suite?

- Iarr ar pháistí an scéal a athinsint do dhuine eile ina bhfocail féin.
- Iarr ar pháistí na ceisteanna agus na

freagraí a scríobh amach i gcóipleabhar.

- Tá trí rogha ann ó thaobh freagraí do gach ceist agus uaireanta tá dhá cheann ann a d'fhéadfaí a bheith ceart. Comhairligh do pháistí sa chás sin an freagra 'is fearr' a roghnú.
- Tarraing áird na bpáistí ar straitéisí tuisceana atá ar eolas acu cheana nó déan na straitéisí ar leith a mhíniú ionas gur féidir le páistí an tuiscint is fearr a bhaint as an téacs. Tá sé tábhachtach go mbíonn aird an mhúinteora agus aird na bpáistí ar na straitéisí sin le linn an phróisis léitheoireachta.
- Spreag na páistí le machnamh a dhéanamh ar cad atá ar eolas acu sula dtosaíonn siad ag léamh an téacs, agus ansin le smaoineamh ar cad a gheobhaidh siad amach agus iad á léamh? Agus ag an deireadh fiafraigh



díobh conas a bhraitheann siad féin faoin méid atá léite acu?

- Mínigh do na páistí gur féidir leo leas a bhaint as leideanna amhairc agus 'léamh idir na línte' chun cabhrú leo teacht ar fhreagraí.
- Spreag na páistí chun úsáid a bhaint as na cártaí freagraí lena gcuid freagraí féin a cheartú, rud a chabhróidh leo scileanna neamhspleácha san fhoghlaim a fhorbairt.

Tá *Taisce Tuisceana* ar fáil le híoslódáil saor in aisce ar shuíomh www.cogg.ie.

Is féidir teacht ar Padlet le cártaí Sraith 1 ag an nasc seo <https://padlet.com/maire8/c7you6dgd0t8>. Is féidir teacht ar Padlet le cártaí Sraith 2 ag an nasc seo <https://padlet.com/maire8/b61aucjravki>.

MÁIRE NIC AN RÍ, oifigeach bunscóile, COGG.



An algebra lesson using shape patterns

Maths4All and the proposed new mathematics curriculum

The [Irish Primary School Curriculum](#) is undergoing a process of review and redevelopment. Teachers across the country are already engaging with the [Primary Language Curriculum](#) and internalising the impacts it will have on their classrooms. The prospect of new curricula can be exciting, but support must exist to prevent the workload on teachers becoming overwhelming during the implementation stage.

It is expected that the new primary mathematics curriculum will be published in autumn 2021. Its predecessor, the [Draft Specification: Primary Mathematics, Junior Infants to Second Class](#), is available on the NCCA website. The *Draft Specification* places increased emphasis on the

processes of mathematisation such as reasoning, generalising and problem-solving. It prioritises the use of rich and challenging mathematics tasks and includes new content areas such as the algebraic exploration of shape patterns.

The Maths4All project, funded by Science Foundation Ireland, offers support to teachers who wish to engage with the *Draft Curriculum* and its underlying principles. It provides high-quality activity plans and video examples of the lessons in Irish classrooms. The video clips allow teachers to see the *Draft Curriculum* in practice and highlight good practice in mathematics education.

This article discusses how the Maths4All activity plans were used to teach algebra to third class and presents an example of how engagement with the Maths4All activity plans can familiarise teachers with the essence of the new curriculum.

Teaching algebra

In the forthcoming curriculum for mathematics, the Irish curriculum will include algebraic exploration of shape patterns for the first time. Many of us will associate the term 'algebra' with letter-symbols, and such symbols do have a place in how we express relationships and change. Focusing on symbols too early, however, results in some children

With algebra in primary school, we need to draw on contexts that give children opportunities to explore relationships and to describe them





never mastering their use. As with all forms of communication, children need to understand the idea that they are expressing before they are asked to express it.

With algebra in primary school, we need to draw on contexts that give children opportunities to explore relationships and to describe them, first in their natural language, and with increasing sophistication, as they progress through school. Contexts will include shape patterns, where relationships between quantities can be visualised and explored.

The activity plan

The activity plan for this algebra lesson is available on www.Maths4All.ie. As a teacher, I like to explore new teaching methodologies in two ways: I like to see them in action, and I like to try them out for myself. The Maths4All activity plans allowed me to do both. I could see the lesson being taught in an Irish context and I could use the activity plan to teach the lesson in my classroom. The activity plan links the *Draft Curriculum* to the lesson and illustrates how it could be implemented in future lessons.

The lesson focused on this pattern (right) and followed a series of tasks:

- 'What can you notice about this pattern? Tell me everything you can see' (possible responses from children might include the shape of the figures, how they grow, how they link to their position in the pattern);
- construct or draw figures four and five;
- Imagine and describe what figure ten would look like;
- finally, describe how to calculate the number of blocks for the hundredth figure.

Each task of the lesson was introduced through a similar format. The teacher

presented a task to the class, the children had time to work in pairs and subsequently, the teacher elicited feedback.

Challenges that may arise and possible approaches

One of the key features of this activity plan is that it is accessible to all children. The tasks are designed so that every child can engage with them and as a result, there are different ways the tasks can be approached. This can be challenging for teachers as it means there will be multiple avenues to explore during feedback discussions. We suggest overcoming this challenge by encouraging a broad range of responses, asking children to consider each other's responses with questions such as 'Did anybody else solve the task in

quickly found that this strategy was not constructive when they were asked to find the hundredth figure! As a teacher, it can be difficult to let the children discover that their strategy is inefficient. There is a temptation to intervene too soon and to show the children a more efficient method of solving the problem. However, the learning that the children will gain from discovering this for themselves is invaluable.

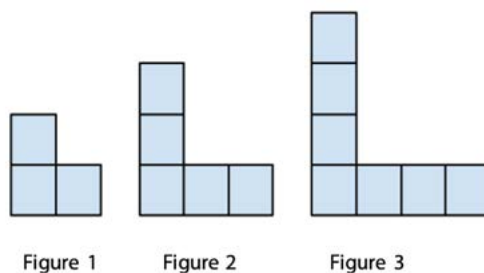
A key moment for a lot of children was when they identified the 'corner tile' as a distinct part of the pattern. This way of looking at the pattern did not come to the children immediately and needed exploration, suggestive questioning and time. It required a shift in perspective as the children examined the constituting parts of each figure rather than the total number of tiles required to make each figure.

Conclusion

When children progress through the tasks outlined above they build upon their observations to describe the abstract structure of the pattern, as they describe the hundredth figure. Their description may be in natural

language but should progress to the use of variables in senior classes ($2n+1$ in this case). In this way, children are using variables to express their thinking in ways that are meaningful to them. This activity plan, while designed for second class, could be used at any class level with the children's responses becoming more sophisticated as they progress through primary school. Should you wish to explore this topic further, the activity plans on www.Maths4All.ie and the supporting videos are an excellent entry point for accessing the new curriculum.

PATRICK NEARY, MEd and DR AISLING TWHILL, DCU.



this way?' and choosing a small number of responses to focus on that you think will further everyone's understanding.

The children's ideas about the tenth and hundredth figure of the pattern could present a challenge during the lesson. When I taught the lesson, many children began by focusing on the total number of tiles in each figure. They viewed figure one as having three tiles, figure two as having five tiles and so on. Many groups began at figure three and counted up, adding two tiles each time, until they discovered how many tiles were required for figure ten. Having discovered the total number of tiles needed they then worked on arranging them in an 'L' shape. They



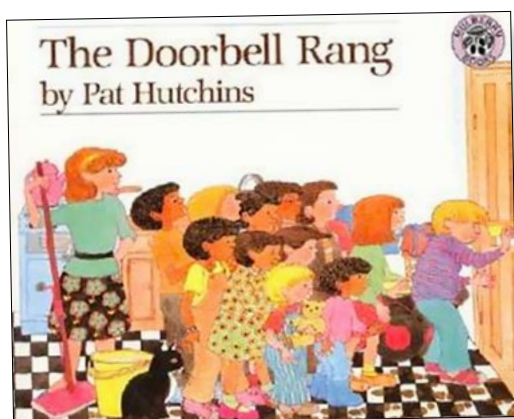
Using shared picture books in mathematics

Picture books have gained prominence recently as an enjoyable and accessible resource through which to engage children with mathematics. Not only do they allow children to think about and solve mathematics problems from meaningful contexts, but they also offer rich and interesting opportunities to develop mathematical language. In this article we provide ideas for mathematics lessons involving picture books, and outline how picture books could be used to support parental involvement in children's mathematics. The suggestions

presented have been tried out and refined based on our experiences with children and parents. Further guidelines for the use of picture books, including PDFs of guidelines for parents, are available from either author.

There are a wide variety of picture books available that would be appropriate for use in mathematics lessons. Some books are specifically written to promote mathematical thinking and discussion, while others are generic story books that contain opportunities for mathematical thinking.

For this article we have selected *The Doorbell Rang*, *How Many Seeds in a Pumpkin*, *Clocks and more Clocks*, and *Sir Cumference and the Dragon of Pi* to give a variety of possible uses. Many of our suggested activities would work equally well with alternative books. The website www.mathsthroughstories.org contains a vast array of books with suggestions of how they might be used. Recordings of readings of all four books mentioned here, and many others, are available through [Youtube](https://www.youtube.com/), although the quality of the presentation varies.



The Doorbell Rang by Pat Hutchins

Mathematical topics: division, sharing.
Class level: 1st – 3rd class.

Lesson idea: begin with a reading of the story to develop familiarity with the storyline, characters and details:

- Ask children to investigate how many cookies each person would get if there were two people at the table, three people at the table, four people at the table, etc. Children can try out their solutions by dividing cookie cut-outs out onto paper plates.
- Gather children's ideas about the number of cookies each person would get if there were two, three, four, etc. people at the table. Ask the children what would happen to the two left over cookies when there were five people at the table (opportunity for linkage with fractions).



People at the table	How many cookies does each person get?	Any cookies left over?
2	6	0
3	4	0
4	3	0
5	2	2
6	2	0
7	1	5
8	1	4
9	1	3
10	1	2
11	1	1
12	1	0

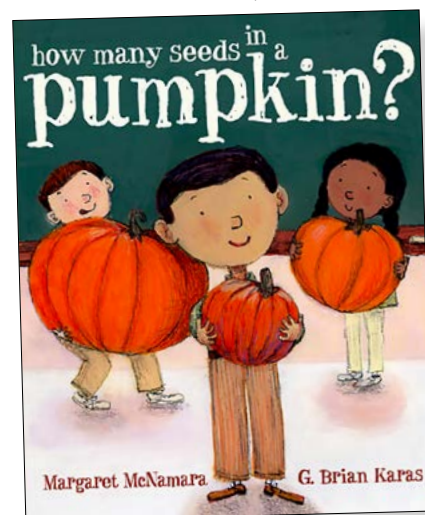
- Ask the children if they could observe any pattern in the results, e.g. as the number of people increases, each person's share of the cookies decreases.

How Many Seeds in a Pumpkin by Margaret McNamara

Mathematical topics: division, estimating, multiplication, skip counting.
Class level: 2nd or 3rd.

Lesson idea: during the story:

- Ask the children what they think about the children's estimates. How did they make their estimates, did some children give more thought than other?
- Pause at the part where the children go home from school. Ask the class to think-pair-share about how they should count the pumpkin seeds. What could they do that would help them to count such big quantities quickly but carefully?
- When the 2, 5, and 10 club have been established in the story, ask which



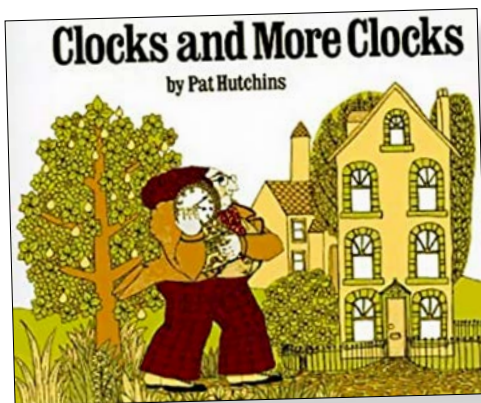
club would the children like to be part of? Why? What would be the benefits of each? What would be the drawbacks of each way of counting?

- Encourage children to count a number of other items e.g. buttons, counters, etc. in groups of 2, 5, 10, 20, etc. Children should choose their personal approach to counting items, taking into account the total quantity, and the balance of speed and accuracy.

Clocks and More Clocks by Pat Hutchins

Mathematical topic: time.

Class level: 1st and 2nd.



Lesson ideas:

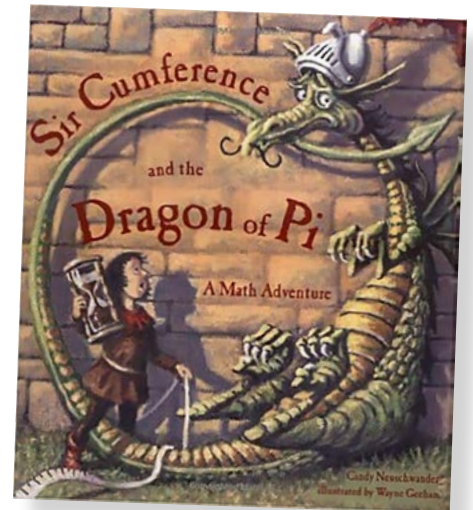
- Why does Mr Higgins think that the clock is not telling the right time? What do you think might be happening? Are the clocks correct or incorrect?
- Discuss whether clocks always show the right time to the minute. Do we talk about 13 minutes past 2? Do all clocks show time accurately to the minute? Which ones do, and which ones don't? What times do we usually talk about? Why? When do you need to be very accurate about measuring time? When do you not?
- What do you know about Mr Higgins and his house from the story? What else could you do in one minute? Estimate and check. The children explore things they can do within one minute.

Sir Cumference and the Dragon of Pi by Cindy Neuschwander

Mathematical topics: 2D shapes, the circle

Class level: 5th and 6th.

Lesson ideas: Sir Cumference and the Dragon of Pi is a book dedicated to the discovery of the relationship



between the diameter and the circumference of a circle. Given the age level for which the mathematics is appropriate, the children might read this book in small groups, and consider whether Radius' discovery is real. How could we prove this for ourselves with everyday objects in our classroom?

Use the internet to explore whether there are other numbers similar to pi that exist in the relationships between measurements (e.g. the golden ratio).

The book would also allow senior class pupils to pose problems for each other and/or write spin-off stories about the characters and other potential characters based on 2D shapes.

Conclusion

Picture books offer countless opportunities for children to engage in rich and interesting mathematical ideas in informal and child-centred approaches.

They can be used in classrooms to create meaningful contexts, and to facilitate the development of mathematical language. Picture books also offer an easy and enjoyable way for parents to play an active role in their child's mathematics. Our suggestion for the first step in using picture books in mathematics teaching would be to use picture books as an alternative to traditional mathematics homework. We would hope that as time progresses, and parents develop more confidence in engaging in mathematical discussions with their children, that this participation would move beyond homework to discussions about mathematics in the families' daily lives.

EDWARD FITZGERALD, MEd (edward.fitzgerald38@mail.dcu.ie); **Dr AISLING TWHILL, DCU** (aisling.twhill@dcu.ie).

Engaging parents: our project

Picture books have great potential for use in classrooms and they also offer opportunities for enjoyable parental involvement in children's mathematics. We undertook a three-week picture-book project where we invited parents into the classroom to observe a mathematics lesson which used a picture book. Each child then took a picture book home once a week over three consecutive weeks. The child and their parent(s) engaged in mathematical discussions based on the content of the picture book, with guidelines, including suggested questions, provided by the teacher. Please contact either author if you would like copies of the guidelines shared with parents.

Before the picture book project, some parents' stated that they had a negative experience of mathematics while in school and believed that, aside from helping with homework and answering some incidental questions, they were not involved in their child's mathematics education. Some parents felt that they lacked

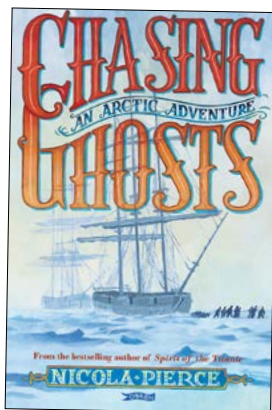
knowledge on how to become more involved in their children's mathematics education. Using the picture books the parents enjoyed having a greater role to play in their child's mathematics education. Parents described the benefits the project had on their families as they enjoyed sharing the books together, and they saw how they could talk about the mathematics in a relaxed and enjoyable manner. The picture book project allowed parents to become more involved in their children's mathematics and also established open and constructive links between the home and the school. A number of parents said that their child looked forward to taking home a picture book each week, and that they also saw increased motivation towards mathematics after the three weeks of bringing picture books home. Parents noted that their own confidence in engaging with mathematics improved as a result of reading the picture books with the children and discussing the mathematics.

Reviews

A gripping adventure

This captivating novel is based on two separate historical events. It is set in 19th century Ireland and the Canadian Arctic. The tale is told by two characters; an anxious Francis Crozier, second in command to the aging captain of Her Majesty's Steamships 'Erebus' and 'Terror', and Ann Coppin, sister of Louisa 'Weesy', who dies of a fever in the book's opening chapter.

These stories become intertwined as Captain Sir John Franklin's crew face unending hardships on their ill-fated expedition, and the Coppin family deal with the distress and grief of the heart-breaking reality that Weesy has come back to haunt them. By suspending disbelief and accepting both the forces of the supernatural



and indisputable evidence, the truth emerges and the fate of the Arctic-bound ships is revealed.

This book is absolutely enthralling; you feel Ann's frustrations as she struggles to make her family listen, and the grapple of the officers and crew as they fight for their survival.

I think this book would be suitable for use with fifth and sixth classes. Nicola

Pierce brings history to life in this gripping, exciting, brutal, tragic, at times heart-wrenching, and very well-written novel. I would highly recommend it.

Illustrated by Eoin O'Brien. Published by The O'Brien Press. ISBN: 978-1-78849-017-7. Cost: €8.99

Reviewed by JEAN O'MALLEY, Co Galway.

Small changes to facilitate inclusion

Small changes can make big differences: Behaviour management through the lens of Special Educational Needs was written by Patricia Daly in 2019. It was published by the Curriculum Development Unit in Mary Immaculate College in Limerick, where Patricia was head of Special Education until 2019. She has a PhD in Special Education and has worked at several third level institutions in the US.

This book is written for mainstream primary teachers to assist in including children with SEN in their classrooms. Patricia believes in the primacy of those teachers in facilitating meaningful inclusion. There are chapters on learners with ADHD, autism spectrum disorders, mild general learning disabilities, Down syndrome and dyslexia.

The book provides suggestions for



removing the need for the child to engage in challenging behaviour. She poses the question: how successful is the child at learning in the classroom when she exhibits challenging behaviour? The author presents strategies, mainly visual, for successful inclusive teaching. Initially the teacher sets up and manages a class system to prevent challenging behaviour and then, where necessary, will select small, targeted changes to their learning environment and interaction patterns. There is a helpful appendix of strategy cards at the end of the book. A practical book which I am happy to recommend.

Published by the Curriculum Development Unit, Mary Immaculate College. ISBN: 978 1 900146 33 3.

Reviewed by AUDREY KEOGH, Co Longford.

A truly visual treat

Accomplished illustrator, Noëlle Smit, brings us on a sumptuous journey from one end of the year to the other in the great outdoors. A small girl explores an ever-changing garden where, with every turning of a page the reader is presented with a new month.

The illustrations are really superb, popping with vibrant colours and rich in detail. There is limited text to introduce each page but it's the perfect amount since this book is all about the pictures.

In the Garden would be a worthwhile resource for any infant or first to second class teacher who would like to have their students explore nature and the seasons, or the concept of planting and growing.

There is abundant scope for oral language in both English and Gaeilge due to how much detail is in each illustration. I would recommend this beautiful book for both the classroom and any home where there are children.

Published by Little Island. ISBN: 9781912417490. Cost: €20.00.

Reviewed by STUART PURCELL, Co Dublin.



Where Teachers Borrow



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[comharlinnintocu.ie](https://www.comharlinnintocu.ie)

Comhar Linn Draw winners February 2020

CAR – TOYOTA YARIS
Winner details withheld
by consent.
District 06, Kilkenny

CASH €2,000.00
Orlagh Leonard

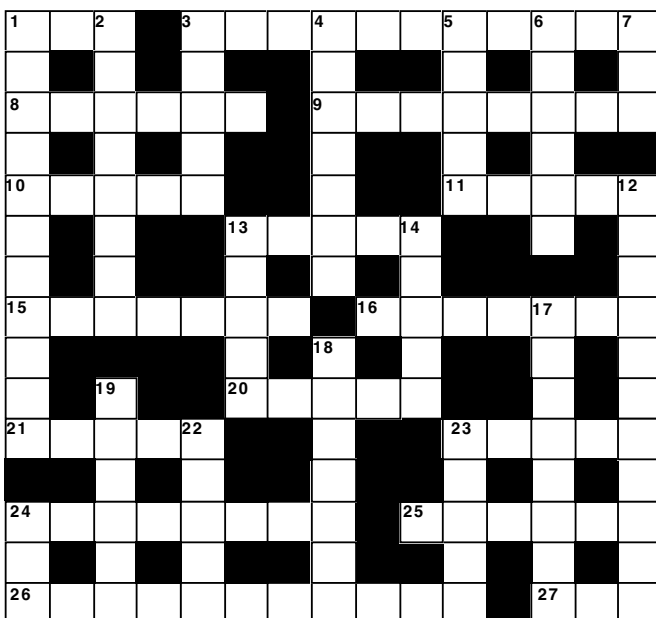
CASH €1,000.00
Winner details withheld
by consent.
District 05, Kildare

CASH €1,000.00
Irene Louise Keaveany

CASH €1,000.00
Winner details withheld
by consent.
District 26, Offaly

Comhar Linn Crossword No. 206

A draw for 2 x €100 will be made from all correct entries. Simply complete the crossword and email it to : competitions@into.ie before Friday 29th May 2020.



NAME:
ADDRESS:

Open to INTO Members only

To read the Crossword Competition Terms & Conditions and INTO's Data Privacy Notice, please visit <https://www.into.ie/about/compliance/data-privacy-notice/>

Across

- Ship's diary written in wood? (3)
- Member of the flock who may hire a prison. (11)
- The innings is finished by a novice hooligan. (3,3)
- About the mongrel communist - it's happened once again. (8)
- How Verdi might play a tee shot. (5)
- "Raise your glass to ... hot bread!" (5)
- Being sad, I'm returning one with the golden touch. (5)
- It's difficult to get soccer's TMO in an American university. (7)
- He was involved in some ropy executions. (7)
- Detested the headgear given to the editor. (5)
- Repetitive practice with dentists' equipment. (5)
- Find a knickknack of copper near a carnival city. (5)
- Get right inside a grouping? Just a bit. (8)
- That's the end of Shakespeare's weaver! (6)
- Seve? Eigh? An integer is more than that! (5,6)
- Go astray in part of Kerry. (3)

Down

- Just witness how to handle blood differently! (2,3,6)
- Swift traveller. (8)
- Could Father avail of a respite like this? (5)
- Invasive progress using popular routes. (7)
- 'One Night in Paris' with a denizen of the Arctic. (5)
- It's not unusual to find Norman and Albert together. (6)
- Mr. Stewart will give an angler some stick! (3)
- Electrical device which might make a farmer snort. (11)
- 'Glee' has part of Kashmir thinking. (5)
- With such an injury, you could be in hot water! (5)
- Artist Rene literally needs to get a trim. (8)
- Bone broken in Munster. (7)
- A frog I dissected for the musical barber. (6)
- Some of the blithering fools can be supple! (5)
- You'll find singers here, amongst macho Irishmen. (5)
- Not many may write the Iron Cardinal. (3)

Gordius – In Touch No. 205 April 2020 online issue solutions

Across

- Tag 3 Compromised 8. Errand
- Plankton 10. Penal 11. Squib
- Cruel 15. Trotter 16. Hearsay
- Darts 21. Skull 23. Fudge
- Province 25. Gravel
- Pedagoguery 27. Rap

Down

- The Apostles' Creed
- Geronimo 3. Canal
- Papyrus 5. Mints 6. Set out
- Don 12. Bicycle clip 14. Loess
- Skydiver 18. Trudeau
- Cuboid 22. Lying 23. Forty
24. Pop

Winners of crossword no. 204 March

Verena Cunningham,
Co Cavan, and
Tom Hayes, Dublin 5

April online crossword no 205 winners will be announced in the next InTouch issue.

Each month
Children's Books
Ireland recommend a book of the
month for primary pupils



Children's Books Ireland recommended read – May

An Féileacán agus an Rí

Máire Zepf maisithe ag Shona Shirley
Macdonald. Futa Fata, 2019.
ISBN 9781910945483. 48lch. Costas: €14.95.



I dtaobh litríocht Ghaeilge na n-óg de, is í Máire Zepf an scríbhneoir is bisiúla san aonú haois is fiche. Tá cuid mhaith bunsaothar do pháistí foilsithe aici, agus tá sí ag tarraingt as tobar na miotaseolaíochta anois. Is athinsint é *An Féileacán agus an Rí* ar sheanscéal grá Éadaoin agus Mhír, scéal a cumadh breis is míle bliain ó shin.

Insíonn Zepf cúlra an scéil i réamhrá gairid. Luann sí nach raibh aon stiúir ag Éadaoin ar a saol sna seanleaganacha, ach sa leagan seo tá smacht ag Éadaoin ar a cinniúint féin. Tá Éadaoin agus Mír le pósadh, ach cuirtear mallacht ar Éadaoin agus tagann cruth féileacán bhig uirthi. Titeann Éadaoin isteach i ndeoch atá á hól ag banríon, agus athshaoilaítear í mar bhanphrionsa. Tagann Éadaoin in aois mná, agus buaileann sí le Mír arís, tar éis do Mhír na blianta a chaitheamh á cuartú. Ach tá margadh déanta go bpósfaidh Éadaoin an tArdRí. Iarrann Éadaoin ar an ArdRí cluiche fichille a imirt léi, ar an tuiscint go bhfaighidh buaiteoir an tríú cluiche a rogha rud mar dhuais. Tá an bua ag Éadaoin, agus deir sí go dteastaíonn uaihi Mír a phósadh.

Tá críoch shona ar an scéal agus na leannáin le chéile arís. Tá an leabhar seo sármhaisithe ag Shona Shirley Macdonald. Éiríonn le Zepf scéal mealltach a insint ar bhealach simplí, le friotal fileata in úsáid go minic. Tugann sí beocht do scéal Éadaoin agus Mhír don chéad ghlúin eile. 8–10, 10–12.

Children's Books Ireland is the national children's books organisation of Ireland. For further information and more reviews, visit www.childrensbooksireland.ie.

InTouch competitions and draws

From time to time, the INTO runs competitions and draws for our members via InTouch, our e-newsletter, website or social media. Only essential data required for the running of the competition is requested from members. The data collected is deleted once the winners have been selected.

The full name and county of prize winners are published by the INTO. By entering the competition, it is assumed consent is given by members for publication of these details.

For more information on T&Cs for competitions visit the benefits section of the INTO website.

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portal for irish education
lárshuíomh oideachais na héireann

Star site

Top 10

The most viewed resources on Scoilnet during a fortnight before the Easter break.

- 1 ENGLISH EASTER ACTIVITIES THEMEPAGE**
<https://bit.ly/EnglishEasterActivities>
Ideas for thematic teaching for English classes.
- 2 AN CHÁISC LEATHANACH THÉAMA**
<https://bit.ly/AnChaisc>
Seo leathanach le fiseáin agus acmhainní chun an Cháisc a mhúineadh do do rang.
- 3 MATHS BOT**
<http://mathsbot.com/>
Exam questions, revision guides and practice ideas.
- 4 FUNNY BUNNY: AN EASTER POEM**
<https://bit.ly/FunnyBunnyEaster>
A short poem about the Easter Bunny followed by some comprehension questions.
- 5 BIA – BOSCA LÓIN**
<https://bit.ly/BiaBoscaLoin>
Seo cur i láthair PDF le focail don téama bosca lóin.
- 6 EASTER RISING POWERPOINT**
<https://bit.ly/EasterRisingEOFarrell>
Presentation along with a worksheet on Elizabeth O'Farrell.
- 7 SCOILNET MULTIPLICATION TABLES**
<https://bit.ly/MultipTables>
Useful for checking mental maths without using a calculator.
- 8 THE SUBMARINE**
<https://bit.ly/ExperimentAboutSub>
Two presentations and an experiment about a submarine.
- 9 MONEY – SHOPPING WORKSHEET**
<https://bit.ly/SESSMoneyWorksheet>
Worksheet encourages pupils to look and use a sample price list from a fruit shop to solve problems.
- 10 HANDWRITING WORKSHEETS**
<https://bit.ly/HandwritingWorksheets>
Easy-to-print upper and lower case worksheets to help infants with letter formation.

ONES TO WATCH

Treatment and Control of Disease	Infectious Diseases	Women Astrona
contains: Articles Image Audio Learning Resource	This Pack contains: 9 Articles 3 Images 2 Videos 1 Learning Resource	This Pack contains: 4 Articles 3 Images 1 Learning Resource

BRITANNICA LAUNCH PACKS
<https://packs.eb.com>
Covering science and social studies these were made free-to-view in Ireland during the COVID-19 crisis. Highly visual and easy-to-use. Covers multiple levels.

THE PUBLIC DOMAIN REVIEW COLOURING BOOK
<https://bit.ly/FreeColouring>
This might suit adults as well as gifted pupil artists. Includes drawings from many famous artists including our own Harry Clarke.

KITCHEN CHEMISTRY
<https://bit.ly/KitchenChemistryScience>
Short videos on everyday science accompanied by a teacher resource pack. Produced by NUIG in association with PDST TIE.